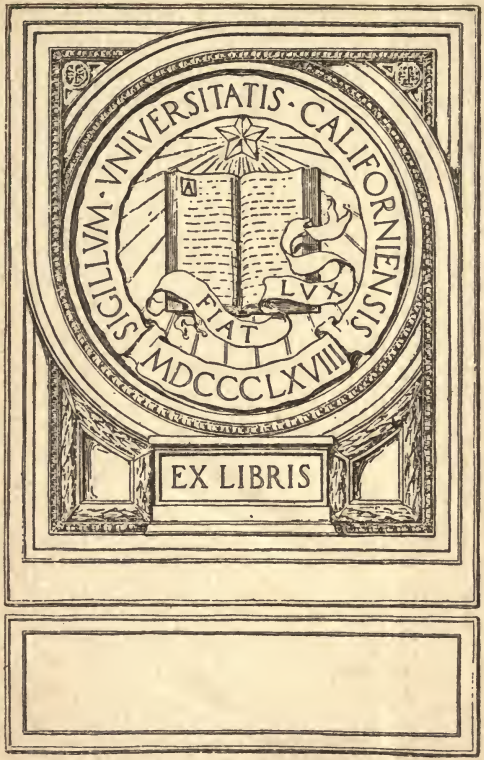
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CO-EDUCATION

CO-EDUCATION

A SERIES OF

ESSAYS BY VARIOUS AUTHORS

EDITED BY

ALICE WOODS

WITH AN INTRODUCTION

BY

MICHAEL E. SADLER

LONGMANS, GREEN, AND CO.
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EDITOR'S PREFACE.

THERE seems to be no doubt that the plan of educating boys and girls together is taking a steadily increasing hold on our English nation. Whereas five-and-twenty years ago the idea was scarcely mentioned, except for elementary schools in country districts, or if mentioned only derided, it is now regarded in many quarters as not only possible but even desirable. The only questions asked are: "How long should co-education continue?" and "How far is it practicable?"

This little book is the outcome of an expedition taken by the editor in 1901, to various parts of Hants, Derbyshire and Lancashire, in order to find out what was being done for the advance of co-education in secondary schools. It is the result of the discovery that, whilst experiments of very varying degrees of thoroughness are being tried, and spreading in all directions among various classes, these experiments are often being carried on through private enterprise, in almost total ignorance of the work of others.

It is with the desire to do something to bring together those who labour in the same cause; to

encourage those who are doubtful; and to make it clear that the work is practicable, and, so far, successful, that these articles have been collected.

The editor has had eight years' experience as headmistress of a school for boys and girls, but as this was ten years ago, it has not seemed needful to dwell upon it. It is enough to say that experience strongly confirmed her belief in the principle of co-education, and gave ground for hopefulness. It may seem to some readers that in the concluding article by the editor little prominence is given to arguments in favour of co-education, but the articles speak for themselves, and the duty left seems rather to emphasise dangers and difficulties than to lay still greater stress on successful results.

The plan of the book is to get practical workers to record their experiences, and each writer takes up, as far as possible, some special point in which he or she feels great interest. Thus, Miss Herford sketches the history of a special school, showing how difficulties can be overcome; and Mr. Rice deals especially with the anxieties of parents, and so forth. It is impossible therefore to avoid a certain amount of repetition, but this is the less to be regretted as it seems to throw emphasis on points of importance.

Selection of schools has been made, with one exception, in accordance with the personal experience of the editor, who does not wish to imply for a moment that there are not many other schools doing similar work elsewhere.

The articles are arranged so that boarding school experiments come first, and then day-schools.

The list of schools at the end of the volume is intended to show how wide an attempt at some sort of co-education is being made, and to help those who may wish to visit joint schools in their own neighbourhood.

The authors of the various articles will probably wish it to be clearly stated that their respective opinions are absolutely independent of each other.

CONTENTS.

INTRODUCTION.

THIS book is frankly in favour of co-education in English Secondary Schools. There is nothing half-hearted about it or irresolute. It makes no attempt to please both sides. Nearly all the writers of it heartily believe in co-education, and say so. They wish to persuade others to believe in it too. Their belief is founded on actual experience. They have brought their theory to the test of practice. Practical experience of its working has not shaken their belief, but has strengthened it. And, therefore, they feel it right to come forward with a plain statement of what they believe to be a true and guiding principle in education, and of the facts on which they found their case. This is a missionary book, and does not pretend to be anything else.

Among so many unfaltering believers, one who is by no means wholly converted to co-education might well feel himself out of place. But the hospitality of the editor is so bountiful, and her confidence in her principles so well-assured, that she admits these few lines of introduction from one who cannot even claim to be a proselyte of the gate.

Perhaps, however, among the readers of this book there may be some who, like myself, cannot see their way to accept the thorough-going theory of co-education, and yet wish to hear all that can be said in its favour, and to be informed about the actual working of the system wherever it has been tried. Co-education is a subject about which we are apt to feel strongly, but not to have much actual experience. This book brings us face to face with facts. We have to admit that a number of very highly qualified teachers have tried the system in English Secondary Schools, even to a point beyond that which we ourselves would have thought prudent or desirable, and that they are, if anything, more convinced than ever, not simply of its safety, but also of its positive value. This is important evidence which has a strong claim on our attention, and especially on the attention of those of us who are far from being predisposed in favour of the theory which it supports.

For my own part, I am impressed, but not fully convinced. The co-education of little boys and little girls, if carried on under very careful supervision and in suitable surroundings, seems beneficial beyond dispute. But the co-education of boys and girls beyond the age of thirteen or thereabouts is a different matter altogether. It is advocated by some who speak with authority, and from whom no one who knows the value of their work would willingly differ. But, nevertheless, I still feel that, to some extent in day-schools and to a very much greater

degree in boarding schools, the co-education of *elder* boys and girls is likely to prove, as a rule, less desirable in its results than a course of co-education up to, say, twelve or possibly thirteen, followed by some years in separate schools with rather different courses of study. But, evidently, exceptions must be allowed for, and temperaments and dispositions differ, both among teachers and children. Some girls seem by nature fitted for a boy's training and a man's career. Perhaps some people would be bold enough to say that a few boys are by nature more fitted for a girl's training; but co-education is generally so organised that it is the girls' training which is more or less assimilated to the boys', not that of the boys' to the girls'. Again, social conditions vary very much in different countries, and often in different parts of the same country; and social conditions always affect educational arrangements very deeply, and in turn are affected by them. No one who is at all aware of the complexity of the facts involved, or sensitive to the differences in the social ideals which, consciously or unconsciously, affect people's wishes for the training of the young, would think of laying down a hard and fast line about co-education. But I, for one, believe that, in the greater number of cases, to be educated in common with boys throughout the latter part of her secondary school career would not be the best kind of training for a girl. Many of the studies most suitable or necessary for boys of fourteen years and upwards would be a good deal out of

gear with her future practical needs, at any rate if she is to be a home-maker, and still more if she is to be the mother of children. Again, at the age in question a girl ought not, as a rule, to work at the same pace as a boy. Nor ought she to play most games as hard as it is good for a robust boy to play them. Is it not, therefore, better, both for the girls and the boys, that from the age of thirteen or fourteen onwards their school-life should be, as a rule, apart? But some of the contributors to this volume seem to take a view which is diametrically opposite to mine. The reader will judge for himself. We shall all agree, at any rate, that throughout boyhood and girlhood it is right and good for boys and girls to be much in one another's society in a friendly, unconstrained kind of way, and to have many interests and pursuits in common.

MICHAEL E. SADLER.

SOME PROBLEMS OF GOVERNMENT IN A MIXED SCHOOL.

By J. H. BADLEY.

If girls and boys are to be educated together, various questions at once present themselves to all who have to deal with the practical side of education. Are both sexes to be treated alike? How much freedom of intercourse should be allowed? Is there to be any difference of standard required, whether in work or play, or in behaviour, manners, language, and so forth? Are we to aim at giving girls the greater freedom of boys, or at restricting boys within closer limits? What, in a word, are the conditions on which they can share their school life?

These are practical questions not to be fully answered on *à priori* grounds, but only by experiment. All answers, that is, must be brought to the test of practice before being accepted. It is easy enough to theorise about the difference between the sexes, and to draw up elaborate schemes of education based upon these postulated differences. But even on the physical side there is as yet very little agreement as to the difference of treatment necessitated by differences of bodily structure; and when

we come to deal with differences of mental and moral structure (so to speak), and the difference of treatment necessitated by these and by the requirements of later life, we are still in the dark, guided mainly by prejudice and convention. For until we have exposed both sexes to similar conditions we cannot tell what differences are inherent and unalterable, and what merely the resultants of a different upbringing. What is needed is practical trial. Everywhere, in the opening of new careers to women, this trial is going on upon a large scale on the stage of life. It is needed also in the sphere of education—if we may restrict the word to the stage of school—to which most problems have a way of bringing us back.

Our own experiment in co-education is a very recent one, only just three years old, and as yet on an unequal scale. To change a school for boys into a mixed school is a thing of slow growth; and meanwhile the proportion of a dozen or fifteen girls to eighty boys makes the experiment, though from our point of view none the less worth making, appear rather one-sided. It is the girls who seem to gain most, brought thus into the atmosphere and tradition of a boy's life; for the effect upon them is easier to see than their influence upon the school. And in this short time they have not, of course, grown to be amongst the oldest in a school that keeps its pupils throughout the whole of their school course; and consequently they do not yet so fully take their place, as they should later, in the system of school government. But still, these things notwithstanding, the change has brought us face to face with all the

questions above mentioned. Our experiment, so far as it has yet gone, is at least a practical attempt to find answers to these questions, and I am asked to set down the lines which they are beginning to shape for themselves at Bedales.

Every experiment must be based on some working hypothesis. Our object is to bring up both sexes together throughout the whole course of school education, from the nursery to the time of professional training, and to bring them up, so far as may prove to be possible, alike; to see, that is, where and to what extent differences of treatment are necessary, and to base these on experience rather than on *à priori* grounds. Thus only, so it seems to us, can girls get as real an education as boys to fit them for any career; and thus only—and this in our view is still more important—can the interaction of each sex on the other be complete, and boys and girls grow up with common interests and sympathies and mutual understanding, a common tradition, so to say, the outcome of a common life and common training.

It is no part of my present purpose to examine the arguments for or against such an aim, but only to show the means by which we attempt to carry it out, both in the general organisation of the school and in particular in the sphere of self-government, the authority, that is, that the older exercise over the younger.

The life of girls and boys in a boarding-school must necessarily be to some extent separate. With us this is so far admitted that they occupy different houses. But our aim, as stated above, is to minimise the separation rather than to emphasise it. The girls

breakfast in their own house, and carry out their household duties there, bedmaking, sewing, cooking and other lessons in housewifery, and they return there for all changing of clothes for the outdoor work or games in the afternoon. Otherwise from 8.30 in the morning, when classes begin for the day, until 8.30 in the evening, when the day's occupations are ended, they are over at the school building and in company with the boys. All class-work is shared by both in common, girl sitting beside boy in class, as also at meals. They are treated alike by their teachers; in all matters involving precedence, age, not sex, is the determining factor. Penalties for neglect of work and class-room discipline are the same for both. So, too, with games, handicrafts and occupations of all kinds, with a few exceptions. Thus, though the girls do not join in the boys' football, their hockey is shared by many of the boys; but there are times when those boys who usually play hockey with the girls take part in football, and when the girls have opportunity for other games and occupations unshared by the boys. A girl may well have time to give to her doll or her embroidery as much as a boy time to give to his boxing. On Sunday, too, the free time of the day is spent by the girls in their own house and in their own pursuits. They do not the less for all this feel themselves to be members of the school, any more than do boys belonging to different houses at a public school; but we regard it as desirable that the members of each house should also feel that they are a corporate body within the larger community, with their own leaders and, in those matters that concern each house alone, their

own laws. An expression and illustration of this feeling is the magazine which the girls bring out amongst themselves, apart from their contributions to the school *Record*. But we do not wish such separate interests to form the chief part of the school life. If we can imagine a school consisting of two opposite wings, for boys and girls severally, with a connecting block of class-rooms in which they meet under supervision only, and with a playground divided into two by a central line which neither might cross without permission; such an arrangement (one would think) would combine all the drawbacks with scarcely any of the gains of co-education. Boys and girls might be keen rivals in class-work, they might regard each other with admiration or contempt, and they might form sentimental attachments, founded on half-knowledge and fed by restrictions; but they could not learn from each other the qualities which both alike need, and they could not be companions or form friendships based on common interests and cemented by mutual respect. Restrictions and safeguards dictated by mistrust are apt to defeat their own object. Our experience has deepened the conviction that the safest course is free and natural intercourse wherever possible, and that it is always a gain to extend rather than to restrict the possibility of such intercourse both in work and leisure.

It is a comparatively easy matter in the whole external organisation and government of the school to maintain, in most respects, an identity, and in all an equality, of treatment as regards boys and girls. But when we come to the question of joint self-

government—of authority, that is, of boy over girl and of girl over boy—the problem is much more difficult, and at the same time the most important, as it seems to me, that we have to solve. For on the extent and efficiency of this self-government depends not only the amount of freedom possible in the school, but also the most real training of character and the truest test of the value of co-education. There is no special difficulty—none, I mean, that does not have to be met in separate schools—so far as concerns boys alone or girls alone, each in their own house; it is when they are together, and the authority of the elder of either sex has to be exercised over the other, that the problem first comes home to them. For the foundations of government, the means of enforcing authority, are to some extent different in the two sexes. Amongst boys authority is traditionally based on physical force. At a certain stage in the development of the ordinary healthy boy, no "moral suasion" is of much avail unless he knows that it is backed by the force that he respects in others just as much as he rejoices in it in himself. I am not maintaining that this is desirable as a final stage of development, or that it should be prolonged more than is necessary; but for the average boy it is a perfectly normal stage, and the whole system of government in English boys' schools has been built upon the recognition of this fact. A too exclusive recognition, no doubt, as teachers have come to see. The whole tendency of modern education has been to substitute for the old brute-strength attitude of master towards boy, and of big boy towards little boy, an organised system of government,

appealing when necessary to force, but tending more and more to put moral force above physical; to make respect, that is, rather than fear the motive of obedience. And this, of course, is all clear gain; but the fact remains that the later respect for authority is the outcome of the earlier respect for force, and that in the earlier stage—shorter or longer according to temperament and circumstances—the appeal to force has sometimes to be made. Hence this has become the traditional basis of authority amongst boys, and, to a certain extent, a perfectly natural one, readily understood and accepted as such by them, and forming for the older a means of transition to an authority in which this ultimate appeal to force is, so to speak, taken for granted, and therefore need not be made. This physical-force basis of authority is therefore appropriate enough to boys, if not carried too far; if, in fact, it does not stop there, but is a means of transition to an authority resting on another basis. But it is obviously inappropriate to girls, and is felt to be so by the boys themselves. Left to themselves, boys and girls would no doubt at times fight out their quarrels, and force would win; but when once authority is organised any boy would agree that something more is needed, for, as he puts it, "You can't lick a girl". Where girls and boys come under the same authority, if physical force is its only basis, authority breaks down, for the girls will soon learn the corollaries of the proposition that they "can't be licked," whereas if they, on their side, attempt to enforce their authority by this means, the result will be equally disastrous.

What, then, is the basis of authority in the girls'

case? It will probably be admitted that the girl is more sensitive than the boy, that in her the emotional side is usually earlier developed, and almost always receives more attention and training. She is expected to think more of others, to give way, to keep the peace; and her own instincts lead her to protect rather than to bully the weaker. Whether through physiological difference, or from ages of repressive discipline, she is not usually so self-assertive as the boy; the mere animal spirits are not so urgent, or at least they are more under control. From all this comes a readier sensitiveness to the opinion of others, expressed or guessed at, and a readier expression of personal feeling. This sensitiveness to approval or disapproval, and quickness not only to feel but to show their feeling, I take to be the real basis of authority among girls. To be known to have done wrong is a burden such as few boys feel so keenly; to be avoided by others a penalty sharper than any physical pain. This is, needless to say, a great advance upon the other if—it must again be added—it is not carried too far; for over-sensitiveness to the opinion of others is a greater danger to character than coercion by force. But in itself it is an advance, and in this without doubt boys have to be brought nearer to the standard of girls, though there will always remain a certain proportion of the thicker-skinned for whom the appeal to force will remain in place. But for the boy it represents a stage of progress, an ideal to move towards. When he is brought up against the fact that other means than physical force must be used towards a girl, he finds also that the expression of authority in other ways, and es-

pecially the pressure of public opinion, is surprisingly effective. This reacts upon his own view of the matter, and, though slowly, upon the boy-tradition in general, and this I think to be one, and not the least, of the gains of co-education on the side of the boy. Such a process has been going on here, begun by the influence, considerable from the first, of women upon the staff, and now hastened by the presence of the girls, the expression of their point of view, and the recurrence of this problem of the enforcing of authority without recourse to physical force. The outcome tends towards government by a joint-committee in the school as upon the staff; the discussion in common, that is, of needs and of measures, and action jointly undertaken, though not necessarily identical in the manner of carrying out. Where necessary, offenders are dealt with by their own "captains," in girls' or boys' house. Through the circumstances already mentioned we have as yet no girls old enough to hold the same position of general authority in the school, as "school prefect," that is held by some of the older boys. When this is so, they will hold the same position towards the younger boys as well as girls, as that at present held by these older boys towards them. By this means the growth of the feeling of equality between the two will, we may hope, be completed, and authority be a matter solely of character and position, not of sex. Should a boy question or resist such authority as being that of "only a girl," this resistance would be treated exactly as resistance to his seniors in authority now. The matter would in the end come before the whole body of "prefects," and be dealt with by them

or reported to the Headmaster, according to its seriousness. This is what is at present done in the case of boy and boy, or boy and girl, and by this means a similarity of standard of behaviour is being reached. It is our part to see that the standard thus evolved is not in either case the lower of the two.

For there is, of course, the possibility that bulks so large in the eyes of the opponents of co-education, that where there is, to start with, a difference of standard, the process may be one of levelling *down*. What they fear, I imagine, is the initial tendency on the part of some—perhaps of most—girls towards a certain apparent roughening of manner through contact with the physically stronger and more self-assertive sex. An apparent roughening, I say; for I do not believe that it is likely to be either a permanent or a serious trouble if it is met sensibly and without undue alarm. We need not, I think, condemn co-education root and branch if we occasionally hear a girl addressing another as "pig," or giving vent to her feelings with an "Oh, dash it!" after a missed stroke at tennis. Indeed, it is whispered that such expressions are not entirely unknown even in schools where the "rude boy" has never penetrated; but it is, of course, natural that schoolboy expressions should be more on girls' lips where both are together. And within certain limits, I do not know that there is any great harm in this. I do not thereby mean that girls should be taught—by being allowed—to swear, or to indulge in all the amenities of the gutter; but for that matter, should boys either? A schoolboy language there will always be, so long as boys are boys,—and I for one have no wish to turn

them into anything else, except, in due course, into men. But we do wish even a boy to feel that there are some things he cannot allow in himself or others, and least of all towards a girl. And even if there are some who are slow to learn this, we can establish a public opinion beginning with the older, but finding support throughout the school, that what is felt to be coarse, and still more what is not clean, shall not be tolerated. This needs watchful help from those in charge, but most of all it is a matter for the care of those older girls and boys who are of an age to see its importance. And in this matter tradition and habit, that have so long been all against the boy, join with instinct in helping to keep up the standard for the girl. We must not let her fall below it, we must get him to feel that real manliness will not let him fall below it either. In this way the presence of girls amongst boys can be of the utmost good. There is some chivalrous feeling in every boy if we can give it the right environment to develop in. I am no believer in enforcing an exaggerated courtesy from boy to girl. Rudeness of speech and behaviour between them must be combated at school as at home; for the rest what we want is a naturalness of intercourse between them, with guidance and teaching—sharp teaching too—when needed. But though for the boy this is all gain, for the girl, it may be urged, does it not risk some loss, a lower standard of refinement in language and behaviour than we ought to require? It is all, of course, a question of degree; we do not want a girl to become merely a copy, and an inferior copy, of a boy. She needs to be taught to feel that

it is as fine a thing to be a girl as to be a boy—a fact which, in the first delight of freedom, she is apt to lose sight of in the desire to be all that a boy is. She has to learn that all that is best in the boy,—strength of purpose, fearlessness, uprightness, independence,—these things are to be her aim no less than his; but that roughness of manner is no real part of manliness nor one of the qualities that she feels to be admirable in him or in herself. This lesson needs to be enforced upon the girl, just as the boy needs to be made to feel that gentleness and manliness, so far from being contradictory, are most truly admirable in conjunction. But on the other hand, for a girl to be freed from irksome and cramping restrictions upon her natural growth is no less necessary for character than for body. Girls, as well as boys, go through a stage of growth in which their activities, bodily and mental, seem to outstrip for a time their powers of self-control. They cannot then for long sit still or speak low, they must be tiring their muscles, knocking their heads, so to speak, against the walls that surround them. Those who show the symptoms most openly are called "tomboys," but all healthy girls show them in some degree, and ought to do so. They need a firm hand at this time to prevent their spirits running away with them; but the firmness that they feel to come from understanding and sympathy is by no means the same thing as unreasonable insistence on what is "lady-like" at an age when free and healthy physical development is all-important. We need not go from one extreme to the other, from body and soul-destroying repression to unlimited rough-and-tumble,

to a life of slap and push, fight and squabble, slang and coarse language. What we want is some approximation of the two hitherto contradictory standards of behaviour, at once to strengthen the girl and to refine the boy. We do not want an exaggerated quietness on the part of the girl, or an exaggerated politeness on the part of the boy, tending only to produce affectation on the one side and contempt on the other. Both alike must be taught good manners towards their elders, and good temper and consideration towards each other, the soil in which courtesy is a natural growth. It is no doubt always easier to lay down a set of rules to which all must be required to conform; but real training requires more freedom of action to encourage self-activity, and this means that we must fall back upon the living contact of personal influence rather than the dead pressure of external rule. We cannot ever hope to dispense with rules entirely, but where public opinion is most active and the common tone healthiest, rules are least needed and press most lightly. And these are the conditions of the truest growth.

A word in conclusion on the freedom of intercourse allowed here between girls and boys. From what has already been said it will be plain that no mere formalities of speech or manner are interposed. With us it has become the custom to address boys by their surnames, girls by their christian names or by both, and this they do amongst themselves. In the intervals between the set tasks of the day (which, as above pointed out, are shared in common) they can mix together quite freely. Only in this way, we think, by the removal of the formal barriers can we

attain our aim of establishing mutual understanding between the sexes, a bond of sympathy growing from the interests and occupations of a common life. Such a course we believe, so far from being a source of sentimentality, to be its surest prevention. And for the same reason we do not taboo friendship between boy and girl as a thing which cannot be sensible and good for both. Only it must be simple and frank. Secrets and silliness must not be allowed to root, and can soon be weeded out when the good feeling of the community is against them. A sense of humour is a great thing in a school, and especially amongst girls, as an antidote to the poison of sentimentality.

The two things all-important in education are: first, the external conditions of the school life, for by these the habits are mainly formed, and the shape given to character; and, secondly, the spirit in which the whole is administered, the influences which give to character its motive force. I have here made some attempt to outline the means by which we try to carry out our principles of equality of treatment of boys and girls, and of allowing them as much freedom, both of intercourse and of self-government, rather than as little as possible. But the main thing, after all, is less the actual organisation of a school than the way in which it is worked. All depends on our knowing the children well enough to be able to help them in their difficulties where they need help, or to leave them to find the way out for themselves; on knowing them well enough to be able to trust them, and to win their confidence and their eager co-operation by showing them that they have our trust.

IDLENESS AND CO-EDUCATION.

By CECIL GRANT.

THE editor of this volume having requested me to make my experience at Keswick the subject of one of its sections, it has seemed to me that the object in view would be best attained by separating entirely the picture of Keswick School and its life from the personal view of co-education to which I have been brought. I have felt also that a good deal would be gained by leaving what may be called the historical report to be dealt with by one less personally concerned with the making of the school than its headmaster. Accordingly, the succeeding section has been contributed by one of my staff who, before joining me here, had had neither experience of, nor interest in, the system of bringing up boys and girls together; and I am in no sense responsible either for his picture of the school-life or for his attitude towards co-education in general. My own endeavour will be to present co-education not merely as one system amongst many, with certain advantages under certain circumstances, but as capable of providing the remedy for those educational evils of which the nation is becoming dimly conscious. The question of Educational Reform has in fact come to be re-

cognised as a burning one; but it happens sometimes when a great national problem has to be solved, that the first skirmishers in the war of words are not those who will be found opposing one another at the finish. The arena is cleared and swords are drawn, but the ultimate issues of the fray remain as yet unsuspected. Already war-cries are to be heard, already in this skirmish and in that blood has been spilt, but it is certain that the country as a whole is as yet far from realising the vital principle at stake, round which the decisive battles must be fought.

In order, therefore, to put forward my claim for co-education as containing in itself the true solution of the main problem, it will be necessary for me so to state that problem as to carry with me, for a time at all events, the general sympathy of my readers. Seeking, therefore, for a definition of the aim of education which will command universal assent, I venture to call it—

> The endeavour to give to the child that knowledge, which will enable him to use his abilities most successfully as a citizen of the Empire.

I am well aware that few will agree as to the meaning of "knowledge," as to what constitutes "success," or as to the definition of "citizenship"—but my object will be gained if my readers, attaching their own meanings to the words contained, are able to accept this definition of the aim of education as generally stating a truth. The arguments adduced here will not be found to depend upon the views which I myself may take as to these much-disputed terms.

Being agreed to this extent as to what is our aim, we shall find it less difficult to agree also as to why we fall so far short of its accomplishment. The reasons advanced by various educationists may be summarised as—inefficient teachers, inferior methods, too short a period at school, too few subjects, too many subjects, too much athleticism, too little athleticism, too much straining for results, too little stimulus, the old language-teaching too slow, the new quick method superficial, etc.

Now, much as these suggestions differ amongst themselves, they will all be found referable to one prior cause, viz.—*the idleness of the English boy.*

Consider the catalogue point by point. His teachers fail because his attention is so hard to catch. His time at school is too short because he wastes so much of it. He learns few subjects because he learns so slowly. For the same reason, if taught many subjects, he gains but a smattering of each. Athletics have been overdone, because by them alone he is easily influenced. Reduce the athletics and you find him "a dull boy". Straining for results means cramming the few industrious. Too little stimulus means going the slow pace of the average. Is there room for denial that all the difficulties advanced would disappear if only the English boy took more naturally to the discipline of letters?

I will not go so far as to say that, if industry were given, poor teachers and poor methods would produce as good results as perfect means perfectly applied. As a teacher I am bound to expend anxious efforts in the search for more skilled teaching by improved methods. But I ask my readers to travel with

me to this second point of agreement, that the aim of education in England will be best obtained by making the English boy more anxious to learn.

Before proceeding, however, to ask how this is to be done, I feel bound to answer a question which I suspect to be in the minds of many of my readers. Are English boys naturally less industrious than the boys of other countries? If "other countries" means America, Germany and France, I may state at once that, having embraced opportunities of observing boys of those nations, both in and out of school, and having obtained the opinions of those better qualified to judge than myself, I am convinced that such is the case. To be particular, I assert that the English boy is less inclined to read, less inclined to listen, less anxious to *know* than his contemporary in Germany, France or America.

It may be argued that his lack of industry, as compared with his rivals, is due to the fact that he is less skilfully handled by those who have charge of him. And in a sense this is, doubtless, true. The motor-car goes faster than the carriage and pair, because, as regards speed, it is a better machine; and the machine is what the engineer makes it. The Germans may have evolved a more docile species than the English. But without stopping to speculate as to whether some of the difference may not be assigned to the credit of the arch-designer, or whether the difference is in the long run really to the disadvantage of the English species, I wish to lay stress upon the fact that—to continue our metaphor—the carriage and pair will not be brought to an equal speed with the motor by *pouring in oil*. In other

words, there is no certainty that the methods held to have proved successful in other countries are applicable here in England. It may, in fact, be shown without difficulty that the machines are radically different. For instance, the somewhat loose discipline which obtains in the United States of America would beyond controversy produce pandemonium in an English public school; the German tyranny, not less certainly an insurrection. The problem of how to educate our youth is, and must remain, essentially a national problem. We may borrow hints from our neighbours, but we cannot annex a whole system ready-made. Even though the fox should really find it convenient to be without a tail, the lion will not be well advised to imitate his condition.

Let us recognise that the material upon which we are working is this English boy with his unwillingness to study, let us seek means to grapple with the situation in which we find ourselves.

It is so much our habit to confine ourselves to the discussion of the *pros* and *cons* of some specific remedy, that I make no apology for insisting, almost as though it were a discovery of my own, upon the fact that there is only one method of inducing a boy to learn. What! Is there not the "reward" method, the "punishment" method, the "cram" method, the "Gouin" method, the "Kensington" method, the "N.U.T." method? Is it not precisely about all these different methods that the arguments wax fierce? Yes, but behind all these there is ever one and the same necessity. *In order to induce a boy to learn you must supply him with an adequate motive.*

The ancient proverb that, though you may take a

horse to the water, you cannot force him to drink, is eternally true of education, though the fact has been largely ignored by those who have built up our elementary system. As long as any one is left in these islands with sufficient Latinity to derive the term education, the name of the thing at least will be a standing testimony to the fact that in every educational process both parties concerned are in a position to exercise free-will. The shovelling-in of facts can play but a very small part in any education worthy of the name—even if there be in the pupil a passive consent to being made a receptacle for them. There must be not only a willingness to learn, but a real desire to *know*, and a courageous determination to carry the out-works of knowledge by assault. No system of bribing, no system of punishment, no strictness of discipline can achieve this. Year by year thousands of boys and girls, who would be as astonished as their teachers at the charge of persistent idleness, are turned out from our schools uneducated in any real sense, because they have never experienced the divine longing to *know*—the desire to get into the very heart of things. To achieve this, the one and only way is to supply an adequate motive; and it is in this motive that the education of the English Public School has most conspicuously failed. It is true that of late years some such failure in our system has been more or less generally suspected, and a motive for hard work has with considerable assiduity been placed before our boys and girls, but any honest schoolmaster will readily admit that the suggested motive is not one which appeals with the *slightest* degree of force to the mind of the aver-

age English boy. What this suggestion is will not be doubted for an instant by any one familiar with latter-day educational shibboleths. Every speech-day celebrity that gets himself reported in the press, every educationist listened to by the empty benches of Parliament, every writer of articles upon education in the newspapers or reviews: one and all preach from the same text—foreign competition; one and all appeal to the same motive—the hunger after commercial success.

It is not my purpose to enquire here whether the "commercial" motive is or is not an exalted one. The time when commercial pursuits were treated with contempt has finally gone by, and in its place is a tendency to judge of a nation's greatness by the enterprise and acuteness of its merchants. It is obvious that this is a tendency which—to say the least—may go too far. There must be other and not less important standards of comparison between the nations, though they may not be so easily reducible to statistics. But what I have here to say about the commercial motive is not concerned with these high matters. It is the simple statement of a fact in my experience, capable of proof or disproof by a reference to the mass of expert opinion. *The appeal to the commercial motive has no effect upon the natural idleness of the English boy.*

There has, I think, been some not unnatural confusion of thought between the boy himself and those who are anxious for his welfare. To the anxious father of a family, to the Chancellor of the Exchequer, to the British public steeped in the gloom of pessimistic statistics, the commercial motive doubt-

less appeals just now with a quite extraordinary force. But the mind of the English boy is his own peculiar property, nor does the spectacle of the Chancellor of the Exchequer, complaining tearfully of the decay of English trade, increase in the smallest degree his interest in Virgil or Euclid. It will, I think, be seen at once what an enormous importance must attach to this, if true, when the question of education comes to be raised in earnest. Consider the waste of eloquent and distinguished breath involved annually in the speech-day homilies alone. Let us ask ourselves seriously whether light upon this subject may not be of more practical utility than even the downfall of classics or the triumph of the "Gouin" method.

Of course, I do not suppose for a moment that such an assertion will be allowed to pass without question. But it is necessary for me to state clearly my total disbelief in the efficacy of the commercial motive before giving the keystone of my position, connecting the idleness of the English boy with the national system of monastic education.

The only motive which will induce English boys to work is the religious motive.

The main obstacle to the attainment by our public schools of any high standard of religion, influencing their corporate existence, has been the adoption of the monastic system, restricting the natural intercourse of boys and girls.

But to return for a moment to the consideration of the former proposition.

In American and German boys we do not appear to find this inaccessibility to any motive save a religious

one. In the United States the commercial motive has undoubtedly a certain power which may perhaps be illustrated by the number of cases of suicide after failure in the University Examinations. The English boy is differently constituted, has different traditions. It is true that in a few cases, perhaps 5 per cent., he will work hard, because work is congenial to him. In a good many more he will take some pains with his assigned tasks in order to avoid punishment or reproach. But if it is desired to imbue a whole school (or let us say 75 per cent.) with a true determination to acquire knowledge, this can only be done in England by persuading each individual boy that he holds his brain power in trust, to be developed to the glory of God and for the helping of his fellow-men.

I do not think that it will be seriously contended that this is already aimed at in the bulk of our English schools. Undoubtedly there is usually an effort to maintain a certain moral standard, and there are, of course, numberless cases of the really religious boy to be found in our public schools. But my point is that there is no corporate religious feeling strong enough to influence the whole school to a real desire for knowledge as a means of accomplishing God's work in the world. In place of it there exists what is known as the code of schoolboy honour, which in a pagan sort of way is not without elements of grandeur, but which has always left out of account such uninteresting and grown-up virtues as industry and perseverance.

Now I am not going to maintain that a high religious standard is to be gained by the simple

process of mixing girls with our boys. Neither in schools nor in any other communities will such a standard ever be easily attainable. Anything of the kind must obviously depend primarily upon the influence of the headmaster himself, and of the staff which he gathers round him. Much responsibility, too, must rest with parents and governing bodies, with whom, for example, rests the decision whether it is more important to provide a chapel for the praise of God or a laboratory for the pursuit of science.

What I am about to maintain is that, even under the most favourable circumstances, our public schools have in the past failed conspicuously to achieve a high religious standard, and that the reason for this failure is to be sought for in the evils arising from the unnatural endeavour to impose an artificial barrier between the sons and the daughters of the land. Of all the passages referring to English public school education, which seem most to "give us pause," surely that must be held pre-eminent which occurs at the close of the last sermon preached by Dr. Arnold in the chapel of Rugby School.[1] Look-

[1] The passage is of an importance deserving quotation in full :—

"I am very thankful for a great deal of good which I see, or fully believe to exist among us; I have no reason to think that it is become less in any way, in proportion to the evil amongst us, than it was in times past; I believe, on the contrary, that it is greater—speaking only, of course, of the time within my own experience. But, still, what is very startling is this, that not only do we find, still as formerly, painful cases of individual badness recurring from time to time, which we might less wonder at, but that there are still existing certain influences for evil in our society itself of the same sort as formerly, so that there is something amongst us not unfavour-

ing back upon the long years of the most famous school-ministry of which the world holds record, the great teacher found himself almost forced to conclude that there was no inherent virtue in the method, which tended irresistibly to make the school better. Backwards and forwards swung the pendulum, bringing now hope of better things, now the

able to the growth of individual evil, but rather in some degree encouraging to it. It is this which you can understand to be very painful. If out of the greatest number of persons who come to us every year there were a certain proportion bad, it would be no more than what we might ascribe to the common condition of human nature; and the evil which was brought here would be one for which we could not be responsible. But we cannot flatter ourselves that this is so; we cannot pretend that our evil is all of it brought to us from without, that our fault is no more than that we have failed to correct it. Some undoubtedly grows and is fostered here, and it happens sometimes that they who came without it have here contracted it. And this continuing, I do not at all say increasing, but still continuing to exist among us, cannot but fill the mind with many painful thoughts, with anxieties, with doubts, and with difficulties such as it were of little use to dwell upon any further now.

"Thus much, however, of the point which specially causes anxiety, I may and perhaps ought to notice. It is that our good seems to want a principle of stability; to depend so much upon individuals. When everything in past years has been most promising, I have seen a great change suddenly produced after a single vacation; and what we might have hoped had been the real improvement of the school, was proved to have been no more than the present effect produced by a number of individuals. And thus, whenever things have been going on fairly amongst us, I have a natural dread of the change which may follow the end of a half-year, and which may show, as before, that the influences of the place in itself are not such as we could wish them to be. And if these alternations are for ever to continue, one asks what good can be ascribed to the system itself; for there seems to be no sure improvement in it, but that it is at the best a passive thing, presenting a good aspect when the individuals who belong to it happen to be good, but being in itself without any power to make them good or to keep them so."

grievous disappointment of a back-sliding. It seemed as though the moral tone of the school depended rather upon the chance characteristics of the boys at any time composing it, than upon the power of the system to weld them into harmony with itself.

Against such a cry, wrung from the lips of such a master, not all the undisputed glories of public school traditions can avail much. True, the failure has been a magnificent one, made splendid by countless individual successes, consecrated for all time by the passionate gratitude of loyal sons. But if then, at the very zenith of its most glorious period, such a judgment was possible, must there not have been some radical defect always present, which genius itself struggled vainly to counteract? It is surely unreasonable to saddle the greatest headmaster of our times with the responsibility for his own defeat. I prefer to look for the explanation in a circumstance beyond his control—in the accident, namely, which, by separating the sexes, brought schools into opposition to the natural law.

For it must not be forgotten that the system of separate schools for boys has grown up from a time when it was for boys only that schools existed. Had it seemed desirable to the wisdom of our ancestors that sisters should go through the same course of learning as their brothers, there is no reason to believe that they would have been sent to different establishments. There is, in fact, abundant evidence, especially in the north, to show that wherever the same subjects were held suitable for both sexes, boys and girls of all ages were freely taught together. But, as a rule, girls were either not sent to school at

all or given a totally different training. Thus the habit of separation grew, and like many another convention, whose origin has been equally the result of accident, it came to be considered a precaution necessary in the interests of morality. But so far is experience from justifying this conclusion that my contention here is nothing short of this—*the monastic system in schools is the stronghold of immorality.*

Whenever it has fallen to my lot to meet in conversation any of the headmasters of our Public Schools, I have endeavoured always to ask this question: Do you consider that it is possible to root out from a large school the vice of immorality? The sadness of the answer has varied only in degree. Whilst some have seemed to regard this inevitable presence almost with resignation, others have shown that it is to them a veritable horror, casting its dark shadow over all their experience. But every answer has agreed in this—that immorality in schools is a disease, coming and going in epidemics of varying violence, but never to be banished altogether. It is my purpose here to contend that the religious motive, the only one which could combat the traditional idleness in English schools, is rendered unattainable by the constant influence of a greater or less degree of immorality. On the Continent the same evils have had a different manifestation. Unquestionably, at least in France, the amount of vice has been immeasurably greater, but owing to the tyranny of supervision, its effects have been felt less in the school-work than in the spawning of manifold forms of untruth and mean deceit. The glorious freedom of the English method has left no excuse for this

prison-breed. Our boys have retained and passionately upheld a stern code of honour amongst themselves. But their very honesty forbids the attempt to reconcile their code with the teaching of the school chapel. Between the two there comes, as a barrier, the consciousness of a side of the school life with which such teaching is hopelessly at variance. Not necessarily in its grosser aspects, but in the form of impure conversation or simple "bad language," the taint is always present, troubling the conscience, compelling reservations. It is impossible for a community to sanction by custom any serious lapse from the standard of (let us say) the ten commandments without very seriously lowering the entire moral standpoint. Thus it comes about that schoolboy honour is the thing that we know it to be—splendid within its limits, illogical and incomplete. The Sunday "jaws" may strike the imagination and linger as a sacred memory; the mother's ideal may still be the boy's dream; but for school-currency he must rest content with a less exacting standard. For him the eternal difference has declared itself between the morality which is taught, and the morality which is practised by the world in which he moves. He finds a compromise, sanctioned by long use and apparently accepted as inevitable by those in authority. Religion may still indeed act as a restraining force, but it cannot be a guiding principle. For the conduct of his daily life he appeals to a code less exacting than the Sermon on the Mount, a code which amongst other omissions takes no account of industry, or, in too many cases, actively discourages it.

But even if this diagnosis of public school morality

be correct, what proof have we that the co-education of boys and girls would effect an improvement?

My first proof must necessarily be of the nature of an *ipse dixi*. Four years at Keswick have convinced me that difficulties, which under the old system have proved insuperable, vanish under the magic influence of boy upon girl and girl upon boy; that the appeal to the religious motive becomes a possibility; that the schoolboy code with its grievous limitations, losing its traditional surroundings, loses also its traditional sanction.

My second proof is derived from the overwhelming testimony of schoolmasters in America, backed by the no less overwhelming verdict of the medical profession.

My third is a confident appeal to *à priori* probability. Long ago Richter pronounced his judgment: "To insure modesty I would advise the education of the sexes together. For two boys will preserve twelve girls, or two girls twelve boys, pure amidst coarse jokes and suggestions, merely by that instinctive sense which is the source of natural modesty. But I will guarantee nothing in a school where girls are alone together, still less where boys are." [1] But the argument goes deeper than that, claiming for boys and girls brought up together the immunity from temptation enjoyed by the family. The temptation is not natural, but unnatural, the product of unnatural conditions. To extend the "family" so as to embrace all those with whom the child comes into contact, is to render the temptation non-existent.

[1] Quoted in the U.S.A. (Commissioner of Education), Report for 1891-92, chapter xxvii. (Washington), where much more testimony to the same effect is to be found.

Let me, as briefly as possible, summarise my arguments.

(1) The true "educational problem" is the idleness of the English boy.

(2) Idleness is only to be overcome by supplying an adequate motive for industry.

(3) The "commercial" motive is totally inadequate.

(4) The only motive which could influence the average public schoolboy is the religious motive.

(5) But hitherto no public school has attained to a high standard of corporate religious feeling.

(6) The reason for this is to be found in the ever-present undercurrent of immorality which

(7) Is the result of the unnatural conditions, caused by the arbitrary separation of the sexes.

(8) The remedy is co-education, which has been shown (*a*) by *à priori* probability, and (*b*) by experience, to abolish the temptation and with it the evils consequent thereon.

Two main objections I readily anticipate—

(1) That my structure lacks proportion—twelve parts of the disease and but one of the remedy.

(2) That inasmuch as immorality is a more grievous thing than idleness, I should have done better to concern myself solely with the former, rather than to find a title for my article in a possibly resultant evil.

In answer to (2), I can only say that one is forced to take into account the chances of interesting the public, and that where one person will display any interest in the morality of boys, there will be ten at least deeply concerned by their idleness. As long as a headmaster can—by however fictitious a process—publish a long "honours" list, the moral tone of his school will have, alas! little effect upon its numbers.

To (1) I would plead guilty, urging in extenuation (*a*) that the claims of co-education are set out in detail elsewhere in this volume, and (*b*) that the argument from experience, resting necessarily upon one's own assertion, does not admit of being long drawn out. I shall have achieved my object if I have convinced any single reader that here is a claim put forward which ought at least to be investigated and considered upon its merits.

It remains only to strike a note of warning. It is no argument against co-education to admit that the conditions essential to its true success are not easily or cheaply attainable. For this is true (truer than the world suspects) of any system of education whatsoever. But in a land where such cheap and nasty abominations as the pupil-teacher system still flourish, where any scoundrel may open a school, and, if he advertise cunningly, fill it with boarders to their physical, intellectual and moral ruin, there is grave danger of a resort to co-education on the ground that it may be "done" even more cheaply than the present cheapest. *There is no such thing as cheap education.* And if schools for boys and girls are opened with an insufficient staff of uncultured, ill-paid, inexperienced teachers, I can only hope that

their failure may be so rapid, so complete and so unmistakable that no public body will find it possible to try the experiment again on such lines. To prove the imminence of the danger I may state that of the many representatives of County Councils, etc., who have applied to me for information, a considerable number have "supposed" that it was immaterial whether the boys and girls were taught together or kept apart in different portions of the same building!

The latter plan must be as much the worst, as I believe the former to be the best, of all conceivable educational systems.

IMPRESSIONS OF A CONVERT TO CO-EDUCATION.

By ALFRED PERKS.

THE writer of this brief account of impressions of co-education, received during two years' experience at Keswick School, was, previous to this, entirely ignorant of the fact that education on this principle had been tried with marked success in America, and that efforts—honest, unselfish efforts—were being made in England to prove the great advantage of the co-educational system. For this reason, though his conversion was rapid, he feels that his testimony may be of value. These impressions also may be the more worthy of record since they are those of one who, after six years' experience as a boy at a public school, and five as a master in a good preparatory one, thought till a year ago that the methods of English Public Schools, with their great and undeniable success in turning out annually a large proportion of honourable, manly men, were scarcely to be improved upon. They are the impressions of one who has become a sincere admirer and advocate of the co-educational system, through personal experience of its efficiency, and who believes that success in coping with the manifest disadvantages of our public schools,

and of rendering their advantages more constant, can be looked for only in the steady growth of high ideals, and in the development of greater energy and unselfishness on the part of schoolmasters.

Since this experience was gained at Keswick School, it may not be out of place to give some account of the work and salient features of that school.

Keswick School has been in existence now for four years, and its aim is to educate boys and girls together as far as possible on Public School principles. Boys and girls can stay till they are eighteen years old, and, in special cases, till later, on the headmaster's recommendation. The school buildings consist of the headmaster's private house, with a boarding-house for thirty boys adjoining it, the big schoolroom with class-rooms opening from it, and, in a separate block, a laboratory, lecture-theatre, gymnasium and carpenter's shop. There is also a girls' boarding-house, under the care of the second master and his wife, with a resident assistant-mistress. The number of boys and girls in the school at present is about a hundred, made up in nearly equal proportions of each. The subjects taught differ in no way from those of a good public school; Latin is compulsory, Greek and German optional; more time, perhaps, is given to English and Botany than in most schools, and Carpentry and Sewing are compulsory for boys and girls respectively. Geography is taught mainly by means of magic lantern lectures.

With regard to the number of boys and girls in the different forms, an effort is made to strike a mean between the unwieldiness of an over large form and

the lack of life in a small one; and generally, though there is some necessary variation in this particular, the forms are made up of boys and girls in nearly equal proportions. The boys and girls work together side by side in form, under exactly similar conditions, and the most careful observer, so far from finding that there was in consequence any want of attention or any silliness, would be struck in a little while by the greater ease with which discipline is maintained. The discipline is distinctly at a high standard; immediate and unquestioning obedience is demanded and obtained without any friction or strain; and the writer can unhesitatingly affirm that he believes that consistency and patience, which are so essential to a good teacher either of boys or girls, bear fruit more rapidly and evidently in the treatment of the two together than when they are separated. At Keswick there are both boy and girl-prefects; the boy-prefects having authority over boys only, and the girl-prefects over girls. Every prefect, whether boy or girl, is required, on his or her appointment, to sign publicly a declaration, previously read out, which binds them, among other things, to the *endeavour* "to guard jealously the honour, welfare and good name of Keswick School, and to advance its interests whenever and however it shall be possible; to bring immediately to the headmaster's notice any matter, offence or danger of evil which may be injurious to the highest interests of the school, and beyond the reach of his or her own authority". The girls' declaration also contains the promise "to *endeavour* to aid by her example and influence in making Keswick School the home of

whatsoever things are lovely as in outward seeming —in beauty of simple ornament—so also in inward reality—in loveliness of soul and perfect purity of hearts and minds". And the declaration of both boy and girl-prefects ends with the promise to resign into the hands of the headmaster his or her office and authority as prefect, in the event of inability to fulfil the promise of strenuous endeavour to carry out those duties.

The difficulty of speaking on the subject of punishments is very great. The inexperienced bring forward their opinions with the greatest confidence. The experienced feel a certain nervousness in discussing the matter, for they know how much punishment must depend for its success on the personal element in the teacher and taught. This is especially the case when one particular school is dealt with.

The writer firmly believes that success in the administration of punishments, and their support among the pupils, are due in an extraordinary degree to the co-education system. This has been found to be the case at Keswick, where consistent efforts are made to combat the unconscious growth of compromise as opposed to firm, just government, a growth springing from the idea that a small punishment list represents good discipline. Punishment, severe and repeated when necessary, is never shrunk from in the endeavour to obtain and maintain the highest possible standard of discipline. There is a recognition also of the invaluable benefits which arise from the members of an assistant staff discussing repeatedly, both by themselves and with the headmaster, the lines on which such efforts should be made.

The extent to which punishment has to be made use of for the maintenance of discipline and industry must necessarily vary greatly in different schools. We have to take into account the traditions of the school, the characteristics of pupils from the same locality, home influences and local moral support or antagonism. But these considerations, important as they must be, especially in a day-school, are of minor importance compared to the varying standards of both discipline and work required by different masters and mistresses in the same school.

At Keswick a high standard is demanded, and no departure from it tolerated, but the writer feels that, owing to the merits of co-education, less punishment is necessary to maintain the standard than in ordinary schools for one sex alone.

The methods of punishment in the school are far from complex. Roughly, there are two correctives—for boys, detention and corporal punishment; and for girls, detention and suspension. The punishment of detention is not treated lightly, or made use of cheaply; and it is found, properly used, to be of great value. Detention school is held once a week, on the Wednesday half-holiday, and the list of those who have to attend it is read out publicly before prayers at the end of morning school. The main objection to this form of punishment in many schools is that a boy or girl may, in consequence of many minor misdemeanours and carelessnesses, be reduced to a state of hopelessness by the knowledge of many hours of detention still to be undergone; but at Keswick stern measures are taken to prevent such accumulation. When a boy's or girl's name is entered in a

book kept for the purpose, the number of his or her previous detentions is entered also; and a boy having reached what, in view of his capabilities and circumstances, may be considered his limit, is then caned. For it is in one of two ways that this large amount has been obtained; either by the infliction of one or two long periods, which is only in the case of a grave fault, such as disobedience or gross neglect of work, or by the infliction of a large number of small periods, as the result of faults which are due to repeated thoughtlessness; and it is plain that in either case the necessity for a more drastic punishment is exhibited. In the case of a girl's name appearing too often in the detention book, a reprimand from the headmaster is generally sufficient; but, if this is unavailing, she is subject to the disgrace of temporary suspension from her part in the school.

Bad work, or an unsatisfactory place in class, on the part of boy or girl, is dealt with also by the filling up of a weekly report which is sent to his or her guardian. It is found that the knowledge of the sure and swift consequences of being too often in detention causes much energetic effort and implicit obedience, but these are due as much if not more to the incessant pains which are taken by masters and mistresses in seeing how, consistently with a high standard, the number of small punishments and consequent friction can be avoided. In this connection good results are obtained by a judicious fostering of the spirit of form rivalry. A very great deal of help is given to the boys and girls by form masters and mistresses carefully analysing the causes of the detentions suffered by their forms; by warning or

upbraiding different members of them, and by making it clear to them that the misdemeanour of the individual is a disgrace to the body corporate. Consequently, each form strives its best to steer clear of punishment; and as a reward, that form which, in the week, has the smallest number of detentions is exempted from the serving of them.

And finally, embodied in the principles which govern the use of punishment at Keswick are the following truths, so clearly stated by Thring:—

"Punishment must be certain. Punishment must be speedy. Severity without this is always useless, with it almost needless—a bungler's attempt to make up for want of power and influence.

"No school can punish in a satisfactory manner where faults are likely to be overlooked and unnoticed, and punishment is occasional and capricious in consequence.

"The better the school, or the better the individual master, the less will be the punishment needed in the school or class. For a good master, by constant watchfulness, by great personal vivacity and interest, by making it certain that no boy will escape detection, and that when detected speedy punishment will follow, prevents misdemeanour and makes system, and his own personal character and personal labour act instead of external force."

Games are compulsory for both boys and girls, whether boarders or not, unless excused by a doctor's certificate, and great importance is attached to them as most valuable aids in the formation of character. The boys play cricket and Rugby football, and the girls cricket and hockey, on separate grounds in the

same field; but in the summer there are often mixed games of the smaller boys and girls at cricket, and the same in the winter at hockey. The girls are no less keen over their games than the boys, and the two take an extraordinary interest in the successes of the other. The supervision of boys and girls at games is careful, but great pains are taken not to make it obtrusive or suspicious; and in fact, though the two have every opportunity of intercourse, it is found that the boys keep somewhat to themselves and the girls to themselves, and the relations between them are so simple and natural that there arise none of those difficulties which the ignorant might suspect.

It must be owned that Keswick School has in its natural surroundings an advantage which is possible for very few. The beauty of the Lake-country is an education in itself, the stern, simple dignity of the hills seeming to be reproduced in those who live among them, and to induce a spirit of trustfulness and reverence. And in this connection, strong efforts are made to foster the love of the beautiful, which, though often strangled by barrack-like surroundings in many schools, is most certainly existent in the mind of every child. Engravings and photographs are hung on the walls of the class-rooms, and in the Big School and the dining-hall of the school-house there is a collection of the Arundel Society's reproductions of old masters. The girls are encouraged to place fresh flowers in the class-rooms as often as possible, and at the same time, since there can be no love of beauty without respect for it, stern measures are taken with those who disfigure any of their surroundings or of the things used by them.

Lastly, a most important factor in the life of a school like Keswick is the refining influence of a dual staff. It is a continual example to the boys and girls of the power of men and women to work together, without the loss of any of the qualities most to be desired in each, and with this gain, that the boys and girls imbibe unconsciously those principles by which the masters and mistresses consciously and consistently strive to order all their thoughts and actions.

After this short account of some of the features of a school carried on under the co-educational system, the writer may, in conclusion, state a few of the advantages which have struck him in this system. In the first place, though many people hear of co-education for the first time with surprise, there is very little doubt that if they were to come to Keswick (for instance), and watch carefully the work and games and general life of the boys and girls, the only thing which would surprise them would be the great simplicity and naturalness of the whole system. Those who looked for anything strikingly novel, peculiar or revolutionary, would be sure to go empty away.

The writer's honest conviction is that there is no part of the education of a boy or girl, viewed from the standpoint of either teacher or taught, which is not rendered more happy, more easy and more efficacious by co-education.

It has already been stated that in class-work discipline is more easy to maintain, and this, without doubt, is due to the restraint which the boys and girls impose on each other. The writer has also been

increasingly struck by the general air of happiness pervading boys and girls working and playing together, a result due to the natural conditions under which they lead their lives; and this happiness, too, is communicated to those who have to deal with them. An instance, from the writer's own experience, of strong and unselfish belief in the system and happiness in helping to carry it out, may be cited. A classical scholar of high attainments, who had taken a temporary post in the school, was so impressed by the merits of the system, that, though previously repelled by the idea of being a schoolmaster, he expressed an earnest wish that some work might be found for him in the school. He even proposed to give his services to Keswick in return for what would cover his bare necessities. The writer believes that those especially who have been masters or mistresses would be impressed by the absence in a co-educational school of many such evils as sullenness, bad-temper, rudeness and the physical unrest caused by the separation of the sexes, and would see from the children's consequent happiness, how much that absence was due to the benefit of educating boys and girls together. In the relations between the two the writer has seen nothing but what was pleasing. Elemental differences constitute a barrier against too intimate an intercourse, and yet the boys seem to gain in courtesy, in gentleness towards the girls and in protective instincts, and the girls in recognising their responsibility in the direction of praising, leading and restraining; and he can most emphatically state that he has seen no loss of chivalry or manliness on the part of the boys,

or of womanliness, gentleness or modesty on that of the girls. It is because they are thrown together so much that they show what is best in the true relations between man and woman. And as to the risks of evil, as a result of the co-educational system in a school, the writer believes that they are existent only in the imagination of the thoughtless and those without courage. Even should evil happen, he believes that it would be less disastrous than grave, moral ill-health in a school for boys or girls alone.

Finally, he pleads for co-education and for a fair field for the trial of it without favour, knowing, as all must own, that never has there been more need of education for boys and girls together in simple elemental principles than in these days of knowledge rapidly acquired and ill-digested, of woman's greater liberty and of man's unrestrained pride.

THIRTY YEARS IN A DAY CO-EDUCATION SCHOOL.

By CAROLINE HERFORD.

A Preparatory Day-School for Boys and Girls; Lady-Barn House near Manchester.

Why is the improvement of education in this country of such tardy growth? The fact is often noted by our friends and enemies, and some of the reasons for it are so close at hand that they elude us. As a self-governing people, the power is in the hands of that portion of the nation which forms the electorate, but this public is mainly indifferent to education. When in either House educational politics emerge for a brief hour or two, they are so confused by the influence of cross-issues, that the best friends of progress sometimes prefer for the subject complete neglect. The latent conservatism, which is said to be a national characteristic, ceases to be latent in educational matters, and it is very rare to find a public body willing to try experiments (the very word has an ominous sound), except occasionally in the half-hearted manner that courts failure.

If we turn to the natural guardians of children,

they deserve sympathy, for they are usually ignorant of reliable tests by which they can distinguish genuine work from the advertised shams which invade the educational as well as other markets. Their support is essential, and yet how often it is given or withdrawn with little discrimination. When these facts are considered, is the tardy growth of reform surprising? We have, on the one hand, a number of men and women with ideas that would only be improved by putting them to the test of practice. On the other hand, we have the majority of official employers who want steady trotters in the well-worn paths, rather than teachers who, if they allow their ideas to take practical form, will be inevitably dubbed "faddists".

The popular fallacy of the inevitable opposition between the theoretical and practical has much to account for in this country. In the United States the most practical of people eagerly test new educational ideas, and the reformed methods to which they have given rise, by introducing them into their schools. Their educational exhibit in Paris, afterwards brought to Manchester, was a worthy object-lesson. In this country experiment is mainly left to individuals who become so possessed with certain ideas that they are willing to risk much to put them into practice. The educational theorist who wishes to see reform must, for the most part, begin at home. He collects a few children around him, and begins what is called a private school. Under this name extremes may meet, but while eliminating Squeers, the community can ill afford to dispense with any schools that justify their existence by giving practi-

cal form to ideas in advance of those generally accepted. The attempt to begin such a school will be looked upon at first with suspicion followed by lukewarm toleration; but if the experiment is persisted in, and becomes financially successful, it may after many years have a share of popular approval.

It was the keen wish to put into practice some of the educational ideas of Froebel and Pestalozzi that led Mr. W. H. Herford, in 1873, to begin a school for boys and girls in a suburb of Manchester. He had seen some of these ideas at work in the celebrated de Fellenberg Institute at Hofwyl, in Switzerland, and time spent during early manhood at the Universities of Bonn and Berlin, and later at Zürich, impressed him with the urgent need for reform in methods of teaching in England. He sent his eldest daughter to be trained at Berlin, at the "Sensche Höhere-Töchterschule;" for there was no suitable training to be had in England at that time. On her return to England she worked with her father in building up the new school, and the plans for teaching the beginnings of arithmetic, which she introduced from Berlin, are still used in the school with excellent results.

Easter, 1873, saw this school for boys and girls opened with nine pupils—two girls and seven boys. Three years later, the numbers having reached twenty, removal into a larger house seemed justified, and Lady-Barn House was bought. A wooden playroom or gymnasium, with sanded floor, and a cindered playground were important additions made at the same time.

For ten years an up-hill struggle was continued.

Still the school held its own, never deviating from its principle of giving, to boys and girls together, a vigorous, healthy life. In spite of the temptations to gain recognition by early specialisation, the wide curriculum was not tampered with, it contained no "extra subjects," and some Natural Science and Hand-work formed part of the work of each child. The popular plan of bringing in some subjects as "extras" is financially convenient to the school; but a result of this is that the choice of subjects depends more on the purse of the parent than on the educational needs of the child.

In 1878 a Kindergarten was opened in the same house as the school, for children under six years of age. The numbers have varied a good deal, but since its beginning it has always formed a helpful first step in the school life. The children of six and seven pass from it into the school, expecting to work and to be interested in the fruits of their labour. They have made a beginning in the difficult lessons of self-control, and realise to some extent the rights of others outside the family circle.

A serious difficulty that confronted us was the feeling that gave rise to such a remark as, "I do not mind my boys being educated with girls, but I object to my girls being at school with other people's boys". In several cases the boys of a family were sent to the school and the sisters taught at home, in our opinion to the loss of both. In addition to the gain in their general training, it may mean a good deal for brothers and sisters to look back upon at least some years of school-life together, as in later life there is inevitably much to cause separation.

There is a general feeling that money expended on a boy's education is an investment with a surer return than can be expected from a like sum if spent on a girl's education. The fees, for a day-school, have always been high, so when the number of girls seemed persistently to fall below the number of boys, the plan of lowering the fee for girls was adopted. It is very important in the life of a mixed school to have the number of boys and girls nearly equal; a boys' school with a few girls, or what is more frequent, a girls' school with a few little boys in the two youngest forms, is not at all the same thing as a mixed school. The balance of the sexes must be kept even if both are to gain the full advantage in lessons and games.

In 1884, eleven years after its foundation, the school had weathered its early difficulties and was financially sound. The numbers had now reached forty-four. The next year boot-rooms were built on to the house, with separate entrances for the boys and girls, to relieve the hall and passages. The lavatory arrangements in different parts of the building for boys and girls may be difficult to arrange, but it is a matter of considerable importance. The further the separation in these matters the better; it is a practical help to the vague child who sometimes becomes confused with the naughty one.

In 1886 Mr. W. H. Herford retired, and the management of the school passed into the hands of his youngest daughter, the writer of this paper. The first year after such an important change naturally saw a drop in the numbers, but the school had been well founded, and the following years have seen a

steady increase. During the last five years the number seventy, rising to seventy-six, has seemed to be the limit of the neighbourhood's demand.

In 1889 a playing-field close to the house was taken on lease, and became at once the means of extending the games. Cricket in summer, and La Crosse in the winter terms, are played daily between twelve and one o'clock, and when the weather makes this impossible, rounders in the playground or in the play-room take their place. A few matches arranged with neighbouring schools are a great incentive to improvement in play and to general *esprit de corps;* and the successes of the joint team may do something to dissipate the popular error that girls inevitably spoil a game.

The need of a large room in which the whole school could meet comfortably had been felt for some little time. In 1895 the school hall was built; and in connection with it the basement workshop was enlarged, well lighted, and the floor cemented.

The Preparatory School is expected to be able to pass its highest form direct into the public schools at fourteen years of age, but we have only been able to send a small proportion of our boys direct to the Manchester Grammar School or to Sedbergh. In every case they have done well. Most of our boys leave at twelve, or, unfortunately, sometimes earlier, and spend two or more years at a neighbouring preparatory school for boys only. It is probable that a mixed staff is essential to the keeping of the boys until fourteen, and it is certainly the most ideal arrangement for a mixed school, but the supply of trained women-teachers, capable of managing chil-

dren, is undoubtedly larger than that of men. At present we have the help of one man, a Cambridge graduate, who visits the school twice a week.

If the boys leave at twelve or before, are the girls to be kept on longer? This is a very important question, and we believe should be answered in the negative. If the highest form, the class in which most controlling power rests, consists exclusively of girls, the whole school ceases to be a truly mixed school. In our prospectus of 1890 we inserted these words: "Pupils are received into the School at six years of age, and retained until their thirteenth year". The result has been that, though parting with some girls that we might have kept, the boys tend to stay longer. There is naturally less reluctance to leave girls under mistresses than boys, so that there is still disappointment to be faced in some cases when boys are removed at nine and ten; but when the parents take the trouble to investigate facts, they find that the chief successes of the pupils have been almost exclusively with the boys and girls who have worked right through the school from the Kindergarten to the highest form.

How does the question of sex affect the time-table? In this school not at all. The choice of subjects and games has one object, the training of character in its widest sense. An attempt is made to keep free from specialisation of any kind, by which so many immediate successes may be won. Too many parents delight in the infant linguist, the child-artist, the arithmetical prodigy, ignoring the price that is being paid for this early fruit. Over-stimulation of natural

aptitudes means neglect of the weaker faculties, which ought to have the special care of the teacher who tries to train. A child of parts is always an interest and delight to the teacher, but with the child of average ability his chief work should lie. We have abundant proof that the refusal to specialise before twelve is a gain to the boy and girl; it is more usually admitted in the education of girls, but with boys there is the residential public school looming in the distance. The necessity for the boys to specialise at twelve in Latin and to begin Greek, if they are to take a good place at the public schools at fourteen, or to specialise in mathematics for the *Britannia*, may be forced upon the preparatory schools, but why need they begin this specialisation unnecessarily early, often with boys of eight and nine? That some of the headmasters are finding these boys, the fruit of early specialisation, not altogether the best material for later work, we find in Mr. Sadler's Special Reports on Preparatory Schools.

The Rev. the Hon. Canon E. Lyttelton writes: "There is, first and foremost, the reluctance to hard, sustained effort generally necessary to thorough workmanship of any kind; and secondly, there is a marked feebleness in the thinking faculties which seems to manifest itself long after the age at which thought ought to be developing has fairly begun. The young Englishman fails often in laboriousness, but still more often in intelligent reflection." And again, Dr. Almond writes: "We shall be on the high road to have the 'preparatory school product' more as he ought to be, when parents, as well as public school authorities, come to care more for what he is

than for what he knows; for his powers of intelligence and reasoning rather than for a packed portmanteau of information; for health, activity and high spirits rather than for the strokes he has learned at cricket".

What subjects hold a place in the time-table of this mixed school that tries to avoid specialisation?

Language: English (for all, not only beginners), followed at about nine by Latin; followed a year later by the addition of French (at first only oral).

Mathematics: Arithmetic and Elementary Geometry, leading to Euclid; sometimes Algebra.

Natural Science: Study of animals as well as plants. Elementary Physics. (No text-books for the children.)

History: Not exclusively British.

Geography: Local, graphic, allied to History.

Art: Including hand and eye training; Class-singing (tonic sol-fa); Drawing (colour, charcoal, pencil). Clay-modelling; Wood Sloyd; Cutting-out in paper; Sewing; Basket-making; Book-making.

Physical Training: Swedish drill and organised games (out of doors when possible).

Religious Instruction: Orthodox Class, held by a Churchwoman, open to all (large majority). Non-orthodox Class (held at the same time by an Unitarian). A few children attend neither (without friction).

Each subject mentioned is not taken by all the children in the same term, but from the Kindergarten (four and five years) to the eldest form (about twelve years), each group of subjects has

its representative in each child's time-table. The younger children have three hours for five days of the week, the elder ones six hours, including one and a quarter hour for games daily, and half-hour home preparation in addition. None of the subjects are considered more suitable for the boys than the girls, or *vice versâ*, except a little additional plain sewing which the girls receive. The games la crosse and cricket are played by all, but the Annual Athletic Sports arrange a separate high jump for boys and girls; the sack-race is kept for the boys, and an egg-and-spoon race is the girls' compensation. The choice of school subjects is so wide that we may be charged with superficiality, but our answer to this is, that the danger may be overcome by the thorough method of teaching each subject, and by the encouragement of connections between the different subjects which are beginning to be worked out by some English teachers. The various groups of subjects that have a place in the time-table give an opportunity to the child to find out its own tastes, and increase the chances of a boy or girl choosing life-work for which they are suited, instead of drifting or having a wrong choice made for them, or at best giving their life interest to a hobby, outside professional work.

We have found continually that the presence of boys and girls in every class has been a stimulus to good work in both teacher and taught.

It is very difficult to lay down lines of distinction with any accuracy between the minds of boys and girls before the age of fourteen, if they have had equal advantages. A boy is more restive under poor

teaching than a girl, and possibly there may be some connection here with the frequent use of the cane in some schools for boys. When one has settled on some fairly general conclusions, a boy crops up with all the so-called feminine characteristics, or a girl with the original and obstructive force that is so often claimed as especially boyish. At present conclusions are often drawn by people who have much more knowledge of one sex than the other. Safe generalisations must be left to observers in the future, when we may hope for more facts on which to base conclusions.

The ethical training that can be received from games has often been well stated, but we would claim that an equal share may be derived from the so-called intellectual work, and a third from the general discipline of the school. Any school that does not gain the vital interest of its pupils in, at any rate, some of its "lessons," fails in one of its chief aims. There are possibilities of training in truth, thoroughness, even "pluck" in the arithmetic and Latin work, as well as on the field. There are some traditions which it is well for a school to be without. That there is one code of morals for games and another for lessons is one of these time-honoured traditions. It is sometimes difficult for a child to reconcile the ethical standards of home and school, but let the school make a determined effort to contain only one code for school-room and playground, for teachers as well as taught, for *boys and girls*. The last point needs emphasising: the instinctive and hereditary differences between the sexes will have plenty of time to develop after fourteen years has been reached;

until then, at any rate, let boy and girl have equal opportunities as the rights of childhood, and be expected to test their conduct by equally high principles. To take a few instances: there must be no distinction in treating cowardice and its boon companions—lying and deceit—they must be persistently struggled with in boy or girl; bullying may take different forms in a boy or girl, but in both it must be held up to general contempt; there must be no setting sex to rival sex, or the presence of one will become irksome to the other. Will the boys have no chance of fighting? Varied work and good games lessen the demand for this form of exercise, but occasions will occur when two boys of equal size want to try conclusions with each other, and they find in the head mistress a willing umpire. They set to, one or other has soon had enough, they shake hands, and the air is cleared. The girls settle their differences otherwise. Manners, based on mutual consideration, grow slowly, but we believe in a courtesy free from formality or mawkishness. In this, as in more serious matters, the school vocabulary is of no small importance. Though the authorities never hear the whole vocabulary, they can do much to keep up the standard by constant vigilance, and even more by their indirect influence through the elder children. In this, as in many other ways, children often err through ignorance, imitating undesirable models only from a wish to be "grand".

The training of character being the chief aim of the school, ethical considerations enter into all the arrangements, while naturally taking the most prominent place in the classes for religious instruction,

and in the individual talks which special difficulties are sure to give rise to. The varied individuality of a well-chosen staff increases the chances of each child finding at least one mistress with the understanding sympathy, which is one of the greatest helps to moral improvement in the child. While it is an acknowledged object to help each child to realise its individuality as fully as possible, it will not be questioned that one of the chief advantages of school is to begin the training in social life. The school offers opportunities for the pleasures and duties of serving the community, and not less the inevitable limitations that the welfare of the many lays on the desires of the one. The more deeply the child's affections are rooted in a good home the more possible it is to carry on into the wider circle of school the beginnings of a healthy social life. If the welfare of the children is kept well to the front, there should be no room for antagonism between home and school. Before there can be considerable improvement in education, there must be much freer intercourse between parents and teachers, leading to a better understanding. At present a reluctance to explain and discuss school methods on the one hand, and the absence of a desire to understand the methods, or to think that there is anything worth explaining on the other hand, often keep parents and teachers apart.

The social life of the school we are considering is arranged with the object of getting the children from the first to take some share in the government. Each form elects its monitor (boy or girl), who is responsible throughout the term for marching the class down to call-over in order and keeping the line during that

function. The whole school, once a term, elects a captain by ballot; this having been done, if the choice has fallen upon a boy, the school proceeds to elect a sub-captain from the girls, and *vice versâ*. It is well in a mixed school to have one of each sex who may be appealed to by the children in cases of difficulty. This election has so far invariably proved the good sense of the children; the veto which the head mistress reserves has never been used, but very occasionally it has been necessary to suspend a captain for a week, if, for instance, interest in games has led to some slackening in work. The captain and sub-captain are expected to take the lead in the school-life generally, but their chief work is in connection with the games. They arrange the different sets for play, for in cricket and la crosse there are always three if not four games going on at the same time. They are responsible for the apparatus: stumps, pads, etc., or goal-posts and balls, etc., and perhaps, most coveted of privileges, they settle the team for matches. It may be urged that this is dangerous power to give to young people under fourteen years of age. The danger, we think, is eliminated by the close touch kept by the teachers with the different sides of the school-life, by the good fellowship between teachers and taught which undoubtedly exists, and even more by the veto used very occasionally, and, if necessary, without explanation, that the head mistress always reserves to herself. There is no delusion fostered that the children are independent and ruling themselves, but they are encouraged to feel their share and responsibility in making things go right. A good deal of wasteful

friction is dispensed with, and the boys and girls are learning to be responsible beings. It is a common-place that it is easier to do anything oneself than to get a child to do it, and see that it is done, but by distributing small monitorships among the children we give them opportunities of "learning by doing" the importance of regularity, neatness and good method. The kind of authority which the captains and class-monitors have over their fellows is an important point. It is difficult to define the influence which good leaders have over their fellows, evidently much more immediate than the influence of the older people, but they have no authorised penal powers. They can insist on a culprit coming to a teacher and reporting himself, that is, owning up to his own offence, pleading at the same time extenuating circumstances if he feels hardly used; the teacher then settles the punishment, trying to make it corrective of the fault in question. At the end of each week, on Friday afternoon, a school meeting is held, and attended by the children and staff. This affords an opportunity for any member of the school to ask questions, to bring in any proposal for the improvement of the school, even to complain of over-severity or slackness on the part of monitors, who in their turn have a chance of replying to accusations. The captain reads out changes in the game-sets, or gives notice of coming matches. The magazine secretary makes the usual appeal for renewed support, and threatens dissolution. The head mistress begins the meeting by reading from a black book the entries of the past week, the name of any one turned out of class, or the re-writer of a returned

exercise, or a failure in English poetry recitation. The children stand during this brief reading, which is sometimes followed by a few words of warning or advice; then they sit down and the less formal business begins. A child wishing to bring forward a proposal stands, and this proposal must be seconded before there is further discussion. Later, it is voted on, the head mistress again reserving to herself the right of veto. The school meeting has been a not unimportant factor in the life of the school from its beginning, thirty years ago. It is a most useful safety-valve for independent spirits, and often when a surprising proposition is brought forward by a child in conversation, "Bring it up at school meeting" gives the teacher time for consideration.

It may be remarked, this character-training is all very well as far as it goes, but what steps are taken to insure some work, gradually increasing in amount and accuracy, being done by each individual child? The usual methods of marks and prizes obviously fail in many cases; have you anything to substitute for unlimited competition? The chief incentive to work we believe to be *interest*, many-sided interest. Oral lessons are invariably connected with some written work, and this written work marked by the teacher must be corrected by the child, then initialled by the teacher before the next lesson can be proceeded with in the same book. Every MSS. book must be initialled, or "signed," by the end of the week, so that each Monday sees a fresh start. The ambition of a class is for *all* to get the best mark, then a decorative red-ink "star" is drawn by a member of the class with subject and date, and the paper

bearing the star is put up on a notice board. Twice a year there are written examinations especially for the three elder classes, and the unusual is always such a delight to children, that these are welcomed. The result lists are eagerly looked for and discussed, and there seems no danger of killing the competitive spirit by keeping it for the best part of the year in abeyance.

There are no prizes, but the examination results are read out at the last school meeting of the summer and autumn terms, and conspicuous success is greeted by spontaneous clapping. The Punctuality Prize, which often persists when other prizes have been dropped, seems quite unnecessary, for the popularity of any one who has been "never absent, never late," is shown by the same hearty clap.

An inspection of the school, by a well recognised educational authority, takes place every two or three years, and the report is sent to the parents of the pupils.

An attempt has been made to note some of the characteristic features of a preparatory school that was founded nearly thirty years ago for the teaching of boys and girls to work and to play together. Beginning with less than ten pupils, it has now seven times that number, and last term there was an equal number of boys and girls. There seems no doubt among those who are working on the school staff that the plan is a good one, and each of the teachers would feel interest in the work lessened if either boys or girls were withdrawn. We would submit that the teaching of boys and girls together is the natural plan, following the lead of the family, which is never

so complete as when it contains boys as well as girls. If we separate them, we are taking from each something that may help in their fuller development. We claim quite as much gain for the boys as for the girls. But are there not difficulties, even dangers? No one can collect a number of children together without both; but we maintain that with vigilance on the part of the authorities these difficulties are not greater, but even less, than in the case with boys and girls brought up quite separately. Vigorous work and play together is the most healthy antidote to precocious sex instincts, which may be fostered by exclusive treatment of the sexes, and for which the more inquisitive seek explanations. The more particular we are as to distinctions of dressing-rooms, etc., the more do we want to give free scope to the common interests of lesson and game. Boys have suffered too often from giving all their best interests to games, while the right of girls to any vigorous game is only beginning to be recognised. Perhaps it will be one of the characteristics of the mixed schools, which are even now steadily increasing in number, to gain and keep a far more satisfactory balance between the interests of lessons and games than is to be found in many boys' schools steeped with athleticism at the present day.

The reforms, which we believe the future to hold, can have no hope of stability if they are not grounded on the improved education of the young. Let us begin with the young children, and give both boys and girls a vigorous upbringing together. The opening of a number of efficient, mixed preparatory schools would be a step in the right direction. Let

existing Kindergartens lead on to older classes of boys and girls, gradually turning them into mixed schools. Let preparatory departments of boys' schools admit girls, and the Girls' High Schools make their lower departments into real mixed schools. In some they already admit, with fear and trembling apparently, "Boys under nine having sisters in the school". Many are working in this direction already, and a little more courage, with a helping hand from the powers that govern, may hasten the speed which is sometimes so slow as to be almost imperceptible. In our haste for buildings, playing-fields and accompanying apparatus, let us not lose sight of the most essential factor in a mixed school, a man or woman who is a capable, enthusiastic teacher. The number of such teachers who are keen to teach boys and girls together is increasing, and if an enlightened section of the public will only support them loyally, some progress will be assured. It is an undoubted fact that without such support the best work cannot be done.

We cannot see into the future of educational or any other kind of reform, but we may be sure that one step of progress in this generation will give foothold for the improvements of the next.

PRACTICAL SOLUTIONS OF CO-EDUCATIONAL PROBLEMS IN A DAY SCHOOL.

By C. E. RICE.

In this article I shall endeavour to give a plain account of our experiences in conducting a school for boys and girls in Hampstead, in so far as those experiences appear to throw light upon the various problems arising out of the attempt to introduce co-education into day schools in this country.

A record drawn from actual experience should be of value to teachers who may be doubtful of the advantages of taking part in co-educational enterprise, or who are curious to know what difficulties there may be, and how they are to be met; to parents who may be anxious to know what advantages they may expect, and what risks they are likely to incur under such a system; and to governing bodies who see the economic advantage of a co-educational system, but who would like to balance against this any disadvantages which have to be reckoned with in practice. Members of each of these classes will draw their own conclusions from the record here presented; but they will not feel that they can do so with any confidence, unless they are made acquainted with the conditions under which the school was started and

worked, so that in considering the results obtained they may make due allowance for factors other than the co-educational one. I shall therefore endeavour to indicate any factors of this kind.

The work and responsibility involved in conducting and organising the school were shared with my wife, a trained teacher, who, under the name of Lady-Superintendent, really acted as co-Principal.

This article is arranged in the following way—First, I have collected together a few questions which parents and teachers interested in co-education have put to me. The narrative of the progress of the school which follows will provide material for more or less positive answers to many of these questions. Finally, by way of summary and conclusion, I have given as clearly as possible many of these answers in my own way, and I trust it will be evident that in cases where the answer is not wholly favourable I have not hesitated to make this clear.

Here are some of the questions—

What is the effect of co-education upon the characters of the boys and girls?

Is it equally advantageous for both?

Does it make the boys "soft?"—the girls rough and unwomanly?

Is sex-consciousness stimulated by the close and constant association of the sexes?

Is any special supervision or vigilance necessary?

What restrictions to intercourse are advisable, if any?

To what extent is a spirit of rivalry between the sexes stimulated?

Does the spirit of "chivalry" toward the girls survive?

Is it possible for the girl to share the code of honour and straightforwardness characteristic of the English school-boy?—or does this spirit become compromised in any way by contact with the "feminine obliquity?"

What special difficulties or disadvantages are noticeable in—

(1) Class,
(2) Games,
(3) Free time?

I could add more questions, but it is time to begin the narrative. We opened the school in Hampstead in May, 1898, with six pupils, two girls and four boys, all eight to nine years of age. The house was taken and some of the capital supplied by a local group of parents and others interested in co-education, and "rational education" (subsequently incorporated as the "King Alfred School Society"), and it was from among these that the nucleus of the school was supplied. Without some such preparation and "baiting" of the ground, I think a hopeful start on experimental lines could hardly have been made at that time; and the school was indebted to those who gave time and thought to sowing the seeds of local interest and sympathy. The school possessed no special advantages in the way of premises or apparatus. An ordinary dwelling-house was taken in a good part of Hampstead, and some of the rooms were assigned for my own private occupation, during the first two years of the school's existence, until they were required for school purposes. Bare necessities only in the way of apparatus and school furniture were supplied. I mention these facts to

show that there were no special material attractions about the school which the ordinary parent could balance against the uncertainty of committing himself to an experiment. The fees, too, were fairly high, six guineas and eight guineas per term respectively for children under and above the age of ten years. Other features likely to discourage certain classes of parents were—

1. Children under fourteen years of age were not to be prepared for the various public examinations.
2. No homework was to be set for children under this age.
3. The time assigned to ordinary class-work was considerably shorter than is usual in schools.

In the second term the numbers increased to twenty-three (thirteen boys, ten girls), and the range of age extended from eight to thirteen. From term to term the numbers augmented steadily, until at the end of the summer term of the year (1901), when my connection with the school terminated, the numbers amounted to fifty-one (nineteen boys, thirty-one girls), with a range of age eight to seventeen. At this time the oldest boy was twelve, and the twelve senior children in the school were girls. It will be noted that, whereas we began with a majority of boys, yet at the end of three years the school contained a large preponderance of girls, and especially of older girls. I shall later on allude to this change, which was gradual and persistent in its progress, and shall direct special attention both to its cause and to its consequences.

I need say very little about the first term, when the numbers were so small. We felt the advantage of

having a suitable costume for the girls to enable them to share in all the boys' occupations (such as climbing trees) without restraint. My wife designed a sort of gymnasium costume, consisting of tunic, with knickerbockers of the same colour and material. This gave the girls complete freedom of movement; it proved to be an attractive costume, and it was perfectly decent, so that there was no risk of attracting attention when any free movements were indulged in. The costume was not compulsory, but as a matter of fact every parent adopted it very willingly.

During the second term, after we had admitted some older boys and girls, we were being continually impressed with the advantage of having adopted a suitable costume. We felt very keenly the necessity of exercising great vigilance in, and especially out of, class. At the same time our feeling was one of trust towards the children. The principle upon which we acted, a principle which I am convinced must be the foundation for the successful organisation of dual schools, is this: no artificial distinction between boy and girl must be made either in school regulations or in treatment in and out of class; nor must the attitude of the teachers indicate or suggest any such difference. Children are much more powerfully influenced by our spontaneous actions and sayings, when we are, as it were, off our guard, than by what we say and do on formal occasions, when there is some rule or maxim to refer to, or time to think out our course of action. They very soon find out if the trust is only skin-deep.

Our feeling of anxiety, now that I look back upon it, did not arise from any doubt or suspicion enter-

tained by us, but was rather a reflection from the prevailing attitude in this country among parents and the general public towards co-education, leading us to make sure that every precaution was taken that errors of behaviour between boys and girls should at once come to our notice. Our unremitting aim, realised in countless acts of daily routine and practice, was that the pupils should not, in the first place, feel that they were boys and girls, but rather comrades and equal members of the community. Beyond the separate cloak-room accommodation we made no distinction or separation.

The conviction forced upon us by the results of the first year's work—a conviction reinforced in every succeeding term—was, shortly, this: *None of the disadvantages usually anticipated are to be observed.* We found that boys and girls took to the system as naturally, to use a familiar illustration, as ducks to water. The notion did not worry *them.* They worked side by side in class-room, workshop, gymnasium, playing-field, and played together during the class intervals without restriction and without disadvantage. We became more and more possessed with the delightful feeling that the monsters, which imagination had conjured up in the absence of actual experience, melted away into invisible vapour in the presence of the children; and when we saw instead the sunshine of a great happiness lighting up their faces, we could not help attributing a great share of this happiness and satisfaction to the interaction of the boy and girl nature in the social whole of school life.

To us, during the first few terms, the most inter-

esting and instructive observations were made during the children's free time. I will at once, therefore, give some account of how this was spent, passing thence to a description of the school games, and finally to some account of the class-work and the intellectual interaction of the boy and girl mind. The intervals between classes were spent in the open air, our previous experience under Mr. Badley at Bedales School having convinced us of the extreme importance of enforcing this. No child was allowed to remain in the class-rooms or house during intervals without special leave. The usual schoolboys' games were indulged in at these times—touch, hockey, leap-frog; or in the longer breaks the jumping-posts were brought out and all took their turn at the high jump. In the summer there was time for cricket-practice. Football was not encouraged, as the girls did not play in the Saturday football games. There were several trees within bounds, and tree-climbing was a favourite occupation for both boys and girls, while the lower branches were much appreciated for gymnastic exercise. I remember one occasion when a lady, who was visiting the school, seemed rather shocked at witnessing this freedom of limb and movement, and surprised that it could be permitted. We had been specially watchful in this direction, but had taken it in quite a natural way, being careful to make no comments. And we found that this attitude was adopted by the boys and girls themselves, for we never heard from them any undesirable comment, nor did we ever have any reason to suspect that any harm arose. I am convinced that if we had interfered and imposed any restraint on the girls we

should have created the very feeling we were so anxious to eliminate. The way in which the children responded to treatment of this kind, the way in which they used the freedom accorded to them, was always for us the index to the tone of the school and the test by which we measured our progress towards the ideal community in which freedom and self-restraint have found a common code.

Usually, but not invariably, the teachers shared in these free-time occupations, our aim being always to cultivate a very free and open relationship with the children, so that they should not feel our presence in any way a tie or restraint. We always made a point of noticing any error of behaviour, and found the children always ready to adopt our standard in these matters.

At first the girls showed a less active spirit than the boys in the playground, and there was some tendency for boys and girls to play in separate groups. However, we joined heartily in the games ourselves, and soon the girls caught the more active spirit of the boys, while the boys learned to indulge their instincts to the full without unnecessary roughness or "playing the goat".

During all intervals the children were perfectly free to choose their own occupations, but we discouraged mooning about, doing nothing and joining in nothing. On wet days we took care to be ready with suggestions for those who seemed to be at a loose end. The workshop was then always available and much used, and we adopted Mr. E. B. Sargant's plan of running a school magazine in manuscript, a plan which he introduced with such success at School

Field. Suggestions for compositions and drawings were always at hand, and the editors of the magazine (a child for each form) were not always displeased when the weather interrupted out-of-door occupations, thus providing a little extra time for magazine work.

The reader may possibly gather that no difficulties of any kind ever occurred, and that our vigilance was so little necessary that after a time we were able to relax completely. But, as a matter of fact, errors of conduct and behaviour were continually occurring, and were to be expected as a matter of course. The "parfit gentil knight" is not born but made, and none can learn anything worth learning unless he be given the opportunity of making mistakes and of having his mistakes brought home to him by comparison with a standard higher than his own. The boy, in proportion as he is active, is from time to time boorish, thoughtless, rough, discourteous. The girl is more personal, more impulsive, needs to learn how to take defeat or hardship without loss of temper or dignity, is given to forming cliques with a common "secret," and, if unaccustomed to the society of boys, is apt to be lacking in sincerity of manner in their presence. If left too much to themselves, boys and girls tend to imitate the less desirable qualities of each. All mistakes of this kind we found were the opportunities we needed to cultivate beautiful behaviour, and at the same time an intense and stimulating social atmosphere. Every such mistake was an illustration in the concrete of which we gladly availed ourselves to impress upon the children a high standard of conduct; no error of this kind was ever passed over unnoticed. I do not

mean that the children were for ever being "jawed," collectively or individually; but quietly, afterwards, in an aside, in a friendly way the matter was mentioned, not so much in the way of condemning the act or speech, but rather a suggestion was made as to what would have been a better course under the circumstances. Such incidents as these deepen the intimacy between teacher and pupil; children like to learn to behave beautifully; it gives them a new dignity. They know that bad behaviour spoils the social life in some way, incomprehensible, of course, to them. We teachers know that this is because it spoils spontaneity; a low standard of public behaviour makes us all draw in our horns and shrink into our shell; an attitude particularly uncomfortable and disagreeable to children.

I have said that errors of conduct and behaviour were continually occurring, but hardly any of these were peculiar to the interaction of the boy and girl element. They became less frequent when, after the lapse of a term or two, the standard in these matters had become generally recognised and corresponding habits had been formed—in a word, when the school had established its "tone". But the maintenance and improvement of this tone needed always continued vigilance and tactful guidance from the teachers, exerted directly, or indirectly through monitors.

I should not fail to mention here a defect in many of the girls which at first led to some considerable friction and even unpleasantness. Every one acquainted with the English schoolboy knows his detestation and contempt for anything in the way of

tale-telling or "sneaking". The behaviour of many of the girls in this respect was at first very much below the standard of the boys; but when they realised the public odium it brought, then a rapid and marvellous reformation took place, and very soon their standard was every bit as high as the boys'—in fact, we were sometimes amused by the degree of refinement and perfection to which they carried this feeling. This was all the more creditable to them, as they were always more sensitive than the boys to any infringement of the few unwritten laws upon which order and discipline outside the class-room were based. The strain was relieved, however, when once it had become generally understood throughout the school that the offender against law and order must *himself* come and report his offence to the proper authority; and that he would get no peace until the offence had been expiated in this way. Thus in time a common code became established.

To proceed now to the games. These were included in the school curriculum, and were played at least twice a week in the afternoons. They were managed by a committee elected by the children, and if the captain was a boy (as generally happened), the vice-captain was a girl. We had experience with both boy and girl as club secretaries, but the girl invariably did this work better. After careful consideration I decided not to include football among the games; and meanwhile, in order that the boys should not be at a disadvantage when they grew older, a Saturday football club was instituted for boys only. Here I held out the promise that if a sufficient number of girls brought a written request

from their parents, they should be admitted to the football club, but I never received more than two or three such requests.

In the two winter terms the school game was hockey, in the summer cricket. In playing hockey the girls were, on the whole, at first rather less keen and energetic than the boys, but they very soon caught the boys' spirit, worked very hard, and were after a time able to hold their own well with the boys. On the whole, however, in strength and activity on the field, we found that the girl ranked with boys a year or two younger than herself. But there were many striking exceptions to this rule, and I should classify these exceptions under two heads. First, those girls who had been brought up at home to use their limbs freely, and to take active physical exercise along with their brothers, were generally equal in every respect to boys of their own age. Second, most of the girls who entered the school at eight or nine years of age were able, after two or three terms' training, to hold their own quite well with boys of their own age, and in some instances even to excel them. We did not find this, as a rule, with girls who joined the school after eleven or twelve years of age; they were hardly ever able to make up for the lack of early training, and when a team was being selected for a match they were usually excluded by the votes of the games committee.

The first eleven had to endure a good many beatings before the members of the team learned the all-important lesson that success depends upon each one keeping his place and trusting the others to do their work in their own place; the secret of com-

bination. I can scarcely say that there was any difference between the boys and girls in this respect: they were equally slow in learning the lesson, and equally tenacious of the principle when once it was realised. They rejoiced equally when their reward came: a term when the school could boast of an unbeaten eleven. The girls were perhaps more ready and anxious to play unselfishly and for the good of the side; but they were certainly no quicker in perceiving what was for the good of the side.

Usually the matches were played against girls' schools. I remember well the first occasion on which the school played against an eleven of boys. The match was arranged through the friendly medium of a girl pupil who had a brother at the boys' school, and she brought reports of the contemptuous attitude of the boys and their confidence that they were going to have an easy "walk-over". The boys were sorely puzzled when they received a severe beating, and they left the field with much food for reflection.

I now come to the summer term and its cricket. This is, of course, a much more skilful game than hockey, and a game in which success is more dependent upon the individual skill of the players. The same general rules and the same exceptions were observed here as in hockey, but efficiency was more slowly acquired by those who started below the average. Many of the girls were smart in the field and proved themselves good and safe catches (especially those who had received the musical ball-training at the Kindergarten). Their usefulness in the field, however, and especially in long field, was marred by their defective power of throwing in, which was sel-

dom so swift and sure as that of the boys. This was due to the fact that only those few girls who had been brought up freely with brothers had acquired the proper arm-action in throwing. However, one of our best bowlers was a girl, with a swift and accurate round-arm delivery; and our best wicket-keeper, point and cover-point were also girls, and were distinctly good in these positions. The girls were generally rather a failure at batting.

The cricket matches were mostly played against boys' schools, and if we were not always successful, still the team played a game which won the respect of our opponents. When we played any boys' school for the first time, our captain was usually asked if special bowlers should be put on for the girls; needless to say, this offer was declined respectfully, but it always caused some amusement. Our fielding was excellent, bowling fairly good, batting indifferent; and for both the weak and the strong points the girls were largely responsible; but their presence certainly did not prevent the game from being real cricket.

The class-work must now receive some attention, and I ought to state at the outset that the plan of work and organisation was based upon that employed at Bedales School, where I had been working under Mr. Badley during the previous five years; although co-education was not introduced at Bedales until after I had left. I do not propose, however, to go into great detail here, as I never perceived that any disadvantage arose from co-education in the class-room, either in the discipline and government of the class or in the standard of intellectual efficiency

attainable. Many advantages there were, some of which I will endeavour to describe. Boys and girls did exactly the same work in class, and sat side by side without any distinction of sex in places assigned to them at the beginning of each term, and no disadvantage was ever observed to arise from this arrangement. While there were no special difficulties in class discipline, yet self-control, judgment and sympathy in the teacher were just as necessary for controlling the classes; and teachers deficient in any of these qualities found the classes as difficult to manage as any boys' classes. Our aim in all the classes was to arouse the interests of the children, to arouse all their powers of sympathy, observation, judgment and reflection; and in order to produce a stimulating atmosphere of this kind in class, the pupils must be allowed considerable mental freedom. To keep the balance I was always careful to insist that great attention and care should be given to detail of every kind: a high standard in the note-books and in every kind of reproductive effort, and a high standard in the details of class behaviour, and in keeping the class-room tidy and everything in its place. The girls showed more interest and pride than the boys in maintaining this standard; their influence in this direction was marked and it spread from them and permeated the boys. This influence also showed itself markedly in the case of one or two boys who came to us with a reputation for being disorderly and difficult to manage at school. This tendency we discovered was an expression of their craving to secure the approbation of their class-fellows; but the strong disapprobation of irregu-

larities and disorder shown by the girls speedily helped them to seek more legitimate directions in which to develop the approbative bump, and they soon became quite civilised and law-abiding members of the community. I should take this opportunity of stating that the spirit of opposition between scholars and teacher in class hours (an opposition which usually melts away into the friendliest relations out of class) was entirely absent in our school. This spirit, which is sometimes to be found in boys' schools, and which prompts the boy to try and "score off" the master in lesson-work, to evade task-work where possible, and to think it shameful to "swot" at anything, serves perhaps to protect the average boy from the de-vitalising effects of a curriculum ill suited to his intellectual needs. I should be the last to venture to say that the presence of girls is necessary for the extermination of this spirit from the class-room. But I do think that their presence is indirectly helpful, in that it tends to make all lessons more interesting. Boys and girls are different mentally, and co-education instead of obliterating these differences brings them out, and the teacher is thankful for every one of them. A class gains immensely from the absence of a dead level of uniformity in its individual members. The presence of boys and girls in the same class leads to a more many-sided discussion of the subject of study; and the contrast of attitude which continually arises adds to the interest, nourishes the healthy individuality of each, and provides the judgment with just the exercise it needs in making the effort to adjust different points of view.

Every teacher knows that in order to make a subject, or a particular point of view "go" in class, he must first be able to arouse a keen interest in two or three members of the class. The interest then spreads rapidly from this nucleus and soon pervades the bulk of the class. I have myself found that the presence of girls in the class at once widens the range of literature that can be profitably studied and enjoyed by the class, and, more than that, enables the teacher to sound the emotional and spiritual depth of the greatest literature without losing touch with his class. The presence of the boys, on the other hand, prevents the class from going to any fanciful or sentimental extremes.

In Mathematics and Science again, the boy's tendency to go ahead, to use common-sense and direct methods in solving problems, stands in useful contrast to the girl's more receptive attitude and more clumsy and roundabout mental efforts; while the girl's attention to detail and form helps to raise the boy's standard in statement and writing-out, and to correct his more easily satisfied interest in task-work. Unconsciously interested by the contrast, the more valuable qualities of each are stimulated and intensified, and, under the guidance of the teacher, shared to their mutual benefit.

The Modern Language work was taken for the first two years by a visiting teacher, Miss V. Partington, and she has been good enough to write the following sentences for inclusion in this article. Her testimony is especially valuable, as she was able to compare with her experience in other schools where the classes consisted entirely of girls.

"In teaching boys and girls together there has always seemed to me to be a brighter and breezier atmosphere, if I may use those terms, in the classroom. The boys bring in a spirit of broad-mindedness and steady application to work, and the girls on their part, by their natural gift of quick perception and intuition, arouse and create a keen interest, which is the best and greatest help to a teacher in sustaining attention, and which makes all the difference between a successful and unsuccessful lesson. In my own special department of Modern Language teaching, I have felt it more satisfactory to have mixed classes. Certain aspects of foreign life appeal to boys, others appeal to girls; the interest awakened is, therefore, wider and broader, more subjects can be brought in and discussed, the lessons become more varied, and monotony is banished.

"With regard to the conduct of children it has seemed to me an easier task to obtain and keep good order where boys and girls are taught together, and this for two reasons. On the one hand, the boys seem to feel instinctively that they must be on their best behaviour and banish roughness, whether of speech or manner, in the presence of the girls, especially if the teacher be a lady. And on the other hand, the girls certainly exercise a greater amount of self-control. For instance, tears which, in the case of a girl of weak or rather hysterical temperament, can be easily indulged in at any little reprimand or fault-finding, are resolutely swallowed down. Possibly it may be chiefly from fear of exciting laughter or derision on the part of their boy comrades; yet I venture to think that where habits of consideration

for others and self-control are thus inculcated and engendered, it is one of the greatest services that can be rendered to both boys and girls, and helps to fit them for the life they will have to lead when school days are over.

"My remarks, of course, only apply to mixed classes of children between the ages of eight and fourteen. I have never taught boys and girls together beyond that age, and do not know if I should come to the same conclusions were I to do so."

A prominent feature in the school was the Singing, which was conducted under the supervision of Mr. Cecil J. Sharp, Principal of the Hampstead Conservatoire. The singing was on all hands allowed to be excellent, and Mr. Sharp has favoured me with some verbal remarks on the co-educative influences which he considers helped to produce this result. The boys, he tells me, contributed courage and the tendency to go ahead, while the girls' attention to detail refined the attempts of the boys, and the girls acquired the spirit, attack and boldness of the boys. There was no "breathy" singing, such as often characterises girls' voice-production, while the boys lost their tendency to shout. The resulting combination of both was very agreeable and musical. Then the class as a whole showed a wider range of interest than is usually to be found in schools: a new song goes as soon as a few show interest; the presence of girls makes certain songs acceptable, and the boys readily catch the enthusiasm.

A word or two must be given to manual occupations. In artistic work the girls showed a higher average of ability and productiveness; the boys were

either very good indeed, or else, in most cases, inferior to girls of the same age. In carpentry, on the other hand, the boys were distinctly superior, both in the management and control of tools and in the qualities of self-reliance and forethought. There was more bungling and waste of time with the girls through neglecting to take thought before attempting execution with the tools.

A feature common to all the class-work was that no system of marks and prizes was employed, so that no personal rivalry of any kind was fostered. This was extended even to the end-of-term examinations: the children were merely classed in "Honours, Passed, Failed". As to any spirit of rivalry or competition between boys and girls, it did not exist; and I should have regarded any such growth as injurious to the best interests of the school, and destructive of the spirit of comradeship which enabled the boys and girls to work and play so happily together, and to such mutual advantage.

In concluding this description of the class-work I should mention that at the end of its second year the school was inspected by Mr. A. Sidgwick, resulting in a report favourable as to efficiency and discipline; and it concluded with an assurance that no disadvantage arising from the co-educative system was to be found, either by observation or enquiry.

One of the greatest advantages in our mixed school was the necessity it created for a mixed staff. This undoubtedly adds to the happiness and satisfaction of a teacher's life; and it ensures that any school subject which comes up for discussion by the staff shall be looked at from many sides. The attention

that women give to detail, both of class-study and general behaviour, is valuable; while the man-element contributes an influence which helps to keep clear the path through the wilderness of small things. Women, too, have at present a great advantage over men in that they are able to spend a year at a training college before undertaking active duty; and although this year does not always make teachers of them, it enables them more readily and surely to profit by their later teaching experience, and interpret their mistakes more intelligently. I have invariably found that both visiting and staff teachers have become enthusiastic for co-education, and would be very unwilling to exchange again into a separate school.

I have found it difficult to meet with men-teachers who are both qualified to undertake work of this kind and also willing to teach girls. More than one public school and University man has confessed to me that he was afraid to make the attempt! Of course, a man has to risk more than a woman in committing himself to an experiment; and it would seem that his willingness to do so must be a good test to indicate whether he has any of the capacity of the real teacher, latent or actual, within him.

I have already alluded more than once to the friendly relationship existing between the boys and girls; and many of my readers will enquire if there were any instances of a close personal friendship between a boy and some particular girl. There were not many such, but I can remember two or three among the older children. It has given me a good deal of pleasure to watch the growth of such friend-

ships; I have never had occasion to make any comment upon it; and I have never known anything but good to both boy and girl to arise from such intimacy; nor have I ever heard of any disapproval from the parents concerned. One mother, indeed, expressed to me her satisfaction with a friendship of this kind which had been formed by her child, and I agreed with her that nothing but good had come of it.

I have heard it stated by theorists that association with girls is likely to detract from a boy's manliness. On the contrary, the fact is that the boy becomes if anything more manly, for the girl cannot help admiring and respecting this quality. By manliness I understand, not bullying and lack of consideration for others, but courage: fearlessness in speaking the truth and "owning up," straightforwardness and absence of hesitation in showing contempt for what is mean. I also include in manliness that characteristic, the most important of all in boy-life, and the foundation of all boy-virtue: I mean the contempt for all nastiness and dirtiness in thought, word or deed. During the first few months after the opening of our school, I took the greatest pains to assure myself on this point time after time, and my vigilance has never ceased. I can only state my conviction that it is very difficult for these thoughts to dwell in a boy's mind in a school where boys and girls live freely together. The sexual instincts of the boy are kept in healthy channels, instead of getting into perverted channels. I have, therefore, been led to the conviction, as the result of such experience, that it is the unnatural separation of boys

and girls which concentrates their attention on the subject, which forces it into their consciousness, and which is, therefore, responsible for the consequences which frequently follow.

Another statement indulged in by some theorists is that the girls must become rough and unwomanly. This is quite contrary to our experience; and we have never received any complaints from parents which suggested anything of the kind in the remotest way at home. On the contrary, more than one mother has acknowledged a debt of gratitude to the school for the marked growth of sympathy and consideration in her daughter. I am convinced that the girls feel that they would forfeit the respect of the boys if they permitted themselves to imitate any roughness of manner. The truth about both boys and girls is this: *each sex is most itself in the presence of the other.* It is true that all the girls have shown very marked improvement in physique and health and general robustness of body and mind; but this, far from diminishing, has augmented the attractiveness of the sex: the girl develops her best feminine qualities in the most pronounced and attractive form under co-educative conditions.

Looking back through what has been written, I find that all the questions which were put near the beginning of this article have been answered. I should like now to call attention to a fact which was very obvious to all parents and teachers, and which was constantly remarked by visitors who came to see the school at work, *viz.*, the love of school which was so very strong among the children. I cannot help attributing a great deal of it to the

satisfaction shared by both boys and girls in working and living together. This satisfaction was dependent upon their being able to share a common ideal and a common code of honour and action in the give-and-take of everyday life. The possibility of this in schooldays augurs well for the chance of happiness and usefulness in the world when schooldays are over.

In conclusion I have to refer to a matter to which I called attention some pages back, *viz.*, the gradual change in the relative numbers of boys and girls in the school. At the end of the second year three of the boys had reached the age of fourteen, and they left to go on to the larger public schools, as the parents had always led us to expect they would do. The older girls, however, stayed on, and from this time the number of the girls in the school began to preponderate over that of the boys, and in a term or two the excess had become marked. So far as I could ascertain there was little likelihood that any of the younger boys would be left with us after reaching the age of fourteen. The disproportion continued to increase; for parents visiting the school with the idea of entering their boys, were disconcerted when they saw the school dominated by a number of big girls, with no boys to match; and no new boys were entered during the whole of two consecutive terms. Girls of twelve and thirteen were entered, and it was these especially who needed the contact with boys of their own age to enable them to fall in completely with the ways of the school and to share its tone. The tendency to form cliques began to show itself and required the teachers' attention to

keep it in check; and, generally, those characteristics of directness and simplicity, which I have attributed to the presence of the boys, showed more need of cultivation by special effort of the teacher, who must endeavour to supply the elements which do not arise spontaneously from among the children themselves. There was a tendency, too, for some of the boys to be too much noticed by girls older than themselves. This difficulty usually shows itself in boys' schools where boys of widely different ages are educated together; but when the attraction of sex is added, the difficulty is by no means reduced.

The government of a school has to be carried on largely through the older children, and it proved to be disadvantageous when the pupils who shared the special confidence of the teachers for this purpose were mostly of one sex: the comprehensiveness of the discussion during a conference between teacher and monitors was impaired, and the boys' point of view inadequately represented.

I believe that people sometimes hesitate to accept co-education because they believe that boys will imitate girls, and girls boys, so that each sex will run a risk of losing some of its individuality and charm. I have already stated my conviction that on the contrary, under proper management, the contrast helps each sex to develop its own qualities in an even more pronounced form—the boy his and the girl hers. But if a preponderance of one sex be allowed to accumulate, there arises at once a tendency for the minority to imitate the majority—a tendency which may doubtless be kept in check by special efforts of the teachers for a time, but which is bound sooner or

later to show itself in the character-development of the pupils.

These experiences served to confirm the strong opinion which I have always held, that co-education can only be carried out thoroughly and successfully when the sexes are in approximately equal numbers and well matched in age; and that after a school shall have had sufficient time to reach its normal condition, boys and girls should be sent away at approximately the same age; this for the sake both of efficiency in the class-room, and to maintain in the general tone and atmosphere of the school the harmonious blending of those elements which are necessary for the free development of the boy and girl nature.

As I have already mentioned, my connection with the King Alfred School ceased in July, 1901. Since that date, in conducting the West Heath School, Hampstead, I have been free to carry out in practice the age-restriction mentioned above, and have limited the school, for the present, to boys and girls up to fourteen years of age. The result has been that, although we started with a majority of girls, the balance of the sexes has gradually been restored, the present majority of two among the boys hardly interfering with the equilibrium.

THE PERSONAL ELEMENT IN JOINT SCHOOLS.

By CHARLES J. MANSFORD.

FIVE hundred feet above the sea-level, in a beautiful Derbyshire valley, through which the picturesque Wye meanders, is situated the little town of Bakewell, which claims to be the metropolis of the Peak district.

Within a short walk of Bakewell is Haddon Hall, which draws its crowds of sightseers, and in the ballroom of which is the mask of Grace, Lady Manners, the widow of Sir George Manners, who was the son of the famous Dorothy Vernon.

Grace, Lady Manners, was in the year 1636 A.D. possessed of some fields at Elton, in the County of Derbyshire, and being desirous to advance the cause of education, she assigned the rental of these fields for the purpose of founding and endowing a "free school," where boys of Bakewell and Great Rowsley adjacent could be educated in "good learning and the Christian faith".

These four fields—containing about forty acres—belong still to this school, and produce a yearly rental of forty-five pounds, which constitutes the entire endowment.

It would weary the reader to no purpose to recount the history of the foundation in detail; suffice it to say that for many years the school endowment remained accumulating; that in 1895 (largely aided by the Technical Education Committee of the Derbyshire County Council) the Governing Body built the present premises.

Under the original scheme the school was to be solely for boys; under the new scheme of 1895 it was stated that "the school shall be for boys, and if the Governing Body think fit, for girls".

After much careful consideration it was decided to admit girls. On the ground floor was placed the headmaster's room, a good form room, a cookery lecture room and a joiner's shop; on this floor, too, the boys' lavatories were situated. On the first floor was placed an Art room, a Physics room and a large one for Chemistry, with store-room attached. Each room was made spacious, with Practical Science accommodation for twenty-five students. The girls' cloak room and lavatories were placed on this floor. A covered corridor was also built to connect the school with the town hall—a most opportune arrangement as time was to prove.

It will be seen immediately that, while rooms for special subjects were provided, a large hall for assembly, as well as general class-rooms, were conspicuous by their absence, although the architect certainly made the most of the piece of land upon which the school was erected. With the large influx of scholars which subsequently occurred, changes had to be made later on in the building; the joiner's shop was removed to a commodious room outside,

which also serves as a gymnasium; the Physics room took its place, while the old one became an ordinary class-room. The Art room was curtained off and formed into two class-rooms; the town hall itself was rented for roll-call and prayers. It scarcely needs to be said that with its capital all spent, with an endowment of merely forty-five pounds a year, and a school fee of six pounds per annum, the cost of these necessary alterations pressed heavily upon the school, and gave its Governing Body and headmaster many anxious days, wondering whether, in the financial stress, some stout galleon laden with gold from the coffers of a Carnegie would come haply to the rescue. It came not; co-education is apparently too much in the air, even now after six years' trial, for the barque to come into harbour with enough to build a large hall and more class-rooms. Yet the scholars came, and continue to come, which shows that parents, at all events, realise that in this co-educational school satisfactory work is being done.

As a fee of six pounds per annum per scholar was not sufficient to pay for the cost of educating each child, it was deemed advisable to make the Grammar School a School of Science. The grant so earned is certainly very acceptable.

At the outset, the Technical Education Committee of the Derbyshire County Council gave a capitation grant, amounting to forty pounds per annum, and after some time, seeing the finances were anything but satisfactory, added a grant of one hundred and fifty pounds per annum, which is still paid. Further, a teacher of Cookery and Dressmaking was provided for two days each week, so that, altogether, the Tech-

nical Education Committee has helped the school in the most generous and gratifying manner.

The grant from the present Board of Education has naturally varied; each year it has increased with the number of scholars: that for 1900-01 amounted to about £350.

In spite of the school fees, County Council grant and School of Science earnings, an adverse balance-sheet appeared in 1899-1900, and the Governing Body reluctantly raised the fees to seven pounds per annum. It may be some comfort to those contemplating an increase in fees to know that the parents held loyally to the school, and no child is known to have been withdrawn in consequence of the increased fees.

Dismissing the financial aspect of the school, the scholars may next claim our attention. Who are they and whence do they come?

The class of scholars attending the school is similar to those attending any other boys' or girls' Grammar School. Their parents' occupations vary; it may however be stated that, now the novelty has worn off, parents who at first hesitated to send their children hesitate no longer, and each term sees on the whole a better class of children enter. There are some County Council minor scholars in the school; several trusts have been used in neighbouring towns and villages to send scholars to the Grammar School; but the school fees are mostly paid by the parents.

The population of Bakewell, at the recent census, was given as under three thousand. It is clear that only a moderate number of scholars can be expected

from the town; there are less than twenty boarders, so that the children either walk long distances to school—for Derbyshire is sparsely peopled—or come by train.

Fortunately, Bakewell is on the main line of the Midland Railway. Every school morning over sixty children come by one train, and a number by another. It is one of the little excitements of this old Roman town to see the Bakewell Grammar School scholars wind down the hill "with shining morning face"—but the rest of the quotation does not apply!

In September, 1896, the number of scholars was about forty; in July, 1902, there were one hundred and forty-three children attending the Grammar School, of whom the larger number were boys.

The scholars are divided into Forms; the First and Second Forms are preparatory for the School of Science. The Third Form takes the first year Elementary Physics course; the Lower Fourth the second year; Form Upper Four, the first year of an advanced Science course, and the Fifth Form the second year, so that the School of Science course occupies four years.

During their progress through the Science Forms, the Literary and Mathematical schemes are those of the Cambridge University Preliminary, Junior and Senior, Local Examinations. On leaving the School of Science, a scholar enters the Sixth Form; this has two divisions, a general and a "special". General students prepare for London University Matriculation, while the "specials" now actually prepare for (*a*) County Council Major Scholarships, (*b*) an Open Mathematical Scholarship at Cambridge, (*c*) an En-

trance Scholarship at Owens College, Manchester (Victoria University).

Sports occupy the attention of the scholars as much as in other schools that are not co-educational. Boys play cricket and football; girls play cricket and hockey; while boarders have the additional advantage of tennis.

There is no ground attached to the school. The difficulties of obtaining the school site would, of themselves, form a little romance; ultimately the school was built next to the town hall, and subsequently an under-tenancy was obtained of twelve acres for a playing field, probably one of the most beautifully situated in the country. Being merely poor tenants, such luxuries as a "made" cricket pitch cannot be indulged in, but a large pavilion has recently been erected at a cost of about £70.

It is found that the presence of girls during school hours has no effect upon the boys' powers of playing cricket and football—this may appear an unnecessary remark to the experienced co-educational teacher, but one does occasionally meet those who fear that the co-educational system makes boys effeminate.

The boys' opinion of the girls' cricket shall remain unwritten; yet it is certainly up to the level of most High Schools for girls. At hockey the girls are more at home, and play adroitly.

The same playing field is used; a master is present with the boys, and a mistress or girl prefect watches over the girls' sports.

In the summer "Sports," about half the events are devoted to girls; the following records (1901) are

interesting: One Hundred Yards, open (boys), 11½ seconds, (girls) 12⅘ seconds. High Jump (boys) 4 ft. 7 inches, (girls) 3 ft. 8 inches. Quarter-Mile, scratch winners (boys), 70 seconds, (girls), 84 seconds. With the exception of the girls' high jump, it is evident co-education does not spoil sport. The girls have a challenge cup as well as the boys.

During winter months a series of school "socials" are held each Friday evening, which the boys and girls arrange in turn. These "socials" are left largely to the children's initiative, and are often sufficiently good to be opened to the public, a course which is frequently urged. Some are "games" evenings; occasionally a lantern lecture varies the series, or the members of the gymnastic classes—which are large and flourishing—give a display.

One outcome of co-education at Bakewell is that punishment is not frequently required; the wayward child "dodges" lessons and "impots" with that masterful foresight and acumen which distinguishes such individuals in other schools, but of serious misconduct there is practically none, the need of corporal punishment (boys only) being a rarity, averaging one or two cases a year. There is no difficulty whatever in the mingling of the sexes at this particular school; that is a theoretical difficulty which those know most of who know co-educational schools least; during these six years my faith in the co-educational system has been neither broken nor shaken in this respect.

I have never advocated the co-educational system, it may be remarked, *en passant*, in large towns, because there it is possible to have two thoroughly efficient schools; it is the small town in rural dis-

tricts that benefits most by it; it enables a good education to be given by an efficient staff under one roof, instead of in two struggling schools. If ever Bakewell Grammar School should contain two hundred children, it will be time then to consider whether two schools would not be better than one. There is such a thing as riding a hobby to death—my object has always been to put co-educational ideals before the *small* Grammar Schools.

After giving an outline of the school, its scholars and its aim, which last is merely to give a sound, modern education to all who come, it seems that an important question remains undiscussed—I refer to the staff.

Let me state at the outset that I have been anxiously looking forward to the time when, putting political expediency aside, some Government will grapple stoutly with the financial aspect of our Secondary Schools. What is wanted is some scheme whereby each Grammar School doing efficient work shall be subsidised so that an income of at least twelve pounds per scholar per annum shall be secured to the school. This should not depend on the fact that the course of a School of Science is followed, nor should inspectors' reports be able to affect the grant. It should be automatic; *i.e.*, the school secretary should present a list of scholars attending the school, properly attested by the Governing Body and subject to inspection of registers. The fees being known, the balance raising the income per scholar to at least twelve pounds per annum should then be granted to the school. This would leave that freedom to the headmaster which, as head of a Science School, with a

curriculum provided for him, he does not have at present; it would also provide for grant on those scholars below and above the Forms which come directly under the present Science scheme, upon whom nothing is now paid, although it is evident that to have a good School of Science there must be a good preparatory department, and also that the school which keeps its students after a four years' Science course deserves further encouragement.

There are, in many parts of the country, small, inefficient schools that should be closed; there are others to which the income of the former should be transferred in the shape of scholarships. By amalgamation and consolidation, as well as by making the smaller efficient schools co-educational, much could be done before asking the tax-payer for more money. When this has been done, a fixed sum could be granted towards each child's education. My position, then, is this: Do not have co-educational schools in large towns; where a small country school shows vitality help it by a grant, and make it a co-educational one, if it have a good railway service, or if surrounded by several large villages, *i.e.*, let there be a distinct prospect for the school to contain ultimately, say one hundred scholars; close the schools that have no possible chance of success, or that waste public money in useless competition.

It is only when one has premised that a school has an adequate income and a sufficient number of scholars that the question of staffing it can be seriously discussed.

Bearing in mind that mistresses, trained and untrained, command less salaries than untrained mas-

ters, it is easy to understand that in co-educational schools the temptation, at present, where income is limited, is to appoint a large staff of mistresses and few masters. Moreover, it must be remembered that trained mistresses can be had, but trained masters, for Secondary Schools, cannot. To enter the classroom of a trained mistress, and to see her methods, and then to follow this by a visit to the newly appointed, heaven-born, untrained assistant-master is an experiment only possible in a co-educational school, and, perhaps, one not calculated to improve the harassed headmaster's state of mind.

In co-educational schools, the number of boys is usually in excess of girls, and, therefore, the masters, too, should be in the same proportion. Yet any scholastic agent will furnish the information that good, capable masters are becoming fewer each year. This matter closely affects the co-educational school, because probably the feared effeminacy of the boys might become realised if the staff consisted almost entirely of mistresses.

What, then, is at the root of this indifference to a scholastic career on the part of the best men? Undoubtedly salaries are the weak spot. Young graduates, who would pay a large premium to become, say, engineers, and would give a year or two at least of their life into the bargain, no sooner deign to honour the teaching profession with their august presence than they demand a salary of some sixty pounds per annum, with board, that they may put into practice theories they may have formed, but which, alack! do not work out at all well in practice. They are, in fact, like men who would handle loaded rifles, and,

pointing the weapons at a target, fire them without knowledge of the sights—only, probably their theories do more lasting damage than is done to the inanimate target. Good masters will only be obtainable when training can be had, and when prospects are brighter than at present. When salaries are such that a master can live in comfort and subscribe with ease to a pension fund, then we may expect good male teachers to be the rule and not the exception. Perhaps in those far-off days men will even be prepared to spend money and to give a period of time in order to obtain a footing into the most interesting profession one can adopt. Who knows?

In the co-educational school of the future, the injustice of paying the well-trained mistress less than the untrained master will be avoided. No doubt a scheme of salaries will be devised, so that masters and mistresses may begin with the same initial salary and have exactly the same prospects.

One experiment has, however, been tried, and that with marked success. No difference is made in assigning subjects or forms to teachers on the mere ground of sex. If a mistress have the necessary qualification, she teaches up to (and including) the Sixth Form. There is really no reason why all the drudgery of a co-educational school should be assigned to mistresses, and all the higher and more pleasant work to masters. Surely, as in these schools boys and girls pay the same fees, so should masters and mistresses be paid equally, and equally share the work. Nor do I see that there can be advanced any logical reason why Governing Bodies of co-

educational schools should not consider the claims of mistresses to control the schools' destinies. This would be an innovation, of course; gentlemen, whose only claims to headmasterships are the possession of a good degree and little real knowledge of children or real insight into teaching, may scout the idea; but Governing Bodies, as practical men compose them, may see in a go-ahead, clever woman-teacher the possibilities of their school achieving great success under her guidance, and may venture upon the experiment. It has been suggested that no master would accept appointment on a staff where the head was a mistress; but there are some private boys' schools even now conducted by women, where the staff is almost entirely composed of men.

The co-educational movement is gathering force from year to year; frequently correspondence on this subject reaches me; requests to see the school come, and, later on, one hears that yet another Governing Body has seen the wisdom of opening the school doors to girls as well as to boys. Headmasters who are inclined to urge a co-educational scheme may rest assured there is really no great difficulty in their way, certainly none with the children, while the staff difficulty—the only one—may, any day, be solved by the Board of Education, to which many interested in Secondary Schools, whether co-educational or not, look hopefully. The experience gained in a co-educational school cannot but be of benefit to the real teacher; the different characteristics of girlhood and boyhood stand out, at times, in marked contrast; indeed, it would almost seem that, until one has seen boys under this new aspect, no complete knowledge of them has been obtained.

A master, who possessed many good characteristics, once declined an appointment offered to him by me, on the ground that if he once got into a co-educational school he might find a difficulty in getting into a boys' Grammar School afterwards. This idea, perhaps, accounts for the lack of *suitable* candidates for co-educational appointments—good men are not necessarily salary-hunting, they say, but have their prospects to consider. To such I would reply confidently, the idea is chimerical: a headmaster who would refuse an assistant on the ground of experience in a co-educational school, or a Board of Governors who rejected his candidature for a headmastership on similar grounds would be difficult to find; surely, wider experience is gained in a co-educational school than in a boys' or a girls' Grammar School!

It is now six years since I entered upon the duties of the headmastership of this co-educational school with many doubts and fears, but with the determination to face the difficulties and to see if they could be overcome, for the many small Boys' Grammar Schools presented an aspect that one felt could be altered for the better could some such scheme as that propounded by the Governing Body of Bakewell Grammar School be carried to a successful issue. These six years have been anxious, worrying times, but they have been full of unexpected gleams of sunshine, and the school is emerging into the light of day as one of the largest co-educational Grammar Schools in the country. For this result, the cordial support of the Technical Education Committee, the energy of the Governing Body, the assist-

ance of many parents of scholars, and last, but not least, the interest which the Board of Education and its inspectors have invariably shown are mainly responsible, and call for the most open recognition. Nor should Mr. Leach, of the Charity Commission, be forgotten. It was he who, in the famous "battle of the schemes," urged stoutly that co-education was the solution of the difficulty of establishing a good Grammar School in the small town of Bakewell, and, on a later occasion, when he distributed the prizes, gave utterance to a saying that headmasters in financial straits may like to quote: "Some people have been known to give money for educational purposes *before* they died!" That saying kept up heart in dark days when the ship of good fortune was watched for most, and if it came not, what then? Surely the speaker's voice was plain enough to be heard in the land.

All that is intended by this account of the co-educational scheme at Bakewell is to show, rightly or wrongly, the lines upon which the experiment has so far proceeded, and what has been its measure of success. Nor would it have been of value to the educational world to have written a panegyric on co-education without indicating where the system needs assistance and expansion.

In all experiments errors are unavoidable, and experience alone can decide the successful course of the ideal co-educational Grammar School. At all events, it has been demonstrated at Bakewell that a school which, for three hundred and sixty years persistently remained a small one, without turning out a single eminent scholar all that time, has in the

brief space of six years expanded into a good-sized one, by adopting the principle of co-education; that it has made friends far and wide, and, perhaps, helped in some way to indicate the direction in which other struggling Grammar Schools may travel towards the goal of increased numbers and increased efficiency.

To the man and woman seeking some method whereby they may advance the cause of education, to those of lofty ideals and high aspirations, let me urge the claims of the co-educational schools, which need a band of teachers, earnest, thoughtful, patient, self-sacrificing, to whom children are a sacred trust. Here is a golden opportunity to join in a movement that seeks to make school-life but an expansion of home-life, where the example of the boy's self-reliance teaches the girl to be self-reliant too; where the pure aspect of girlhood teaches the boy purity of mind and body. Surely the ranks of teachers must number many enthusiasts who will come over and help.

AN EXPERIMENT IN CO-EDUCATION.

By T. C. WARRINGTON.

Of a school that has existed but a little more than a year, what can be said that is profitable? Thus early in its history so many things are in a tentative stage, experience can have so little to say, that the workers are almost sure to be so far blinded by the first flush of novelty, that to be dogmatic would be foolish. Notwithstanding these drawbacks, a matter-of-fact account of what has hitherto been accomplished by an actual worker, who tries to be as dispassionate as his nature will allow, may be of some value to experienced observers. That account may be rendered more valuable by the previous experience of co-education gained by the writer in a Welsh County School.

It seems necessary at the outset to give some account of the nature and origin of the school. As in so many cases, the idea of co-education was entertained because the town of Leek and its neighbourhood appeared incapable of supporting two efficient schools. For the town, though a very busy, vigorous manufacturing one, has only some 10,000 inhabitants, and is isolated. It lies near the Potteries, but is apart from them and has a quite independent life.

Its manufacture is of silk, not pots, and it is the centre of a wide moorland district, whose farmers find in Leek their natural exchange. The town is not large, the surrounding district but sparsely populated and difficult of access, so that when an attempt was made to provide greater educational facilities than had hitherto existed, a dual or mixed school seemed advisable as regarded both expense and educational efficiency.

For some time in Leek there had been large and flourishing evening classes in connection with the Nicholson Institute. These sorely needed a home. The Institute, which had been built as a library, museum and picture gallery, had no rooms which were wholly suitable but those of its Art School. Other classes were held in such rooms as the town could furnish. These classes were managed by a committee of the District Council, and to them came the notion that, while they were providing for an evening Technical School, they might at the same time use the building for a day Secondary School. There were, however, already in the town a Grammar School for boys and a High School for girls, besides one or two smaller private schools. The Grammar School met in a building long consecrated to the one purpose, but the school was wholly managed by the headmaster, who was not responsible to governors. The High School for girls was managed by a committee of subscribers, and it had attached to it a preparatory department. Negotiations were entered upon for the incorporation of both schools and their heads into the new institution. They were successful as regarded the Grammar School and the preparatory

department of the other. For the rest sectarian difficulties arose. The details of the quarrel bear an unfortunate resemblance to all such, and can only be interesting to those immediately concerned. Suffice it to say that a Church High School for girls, under the old head-mistress, with a new committee, opened simultaneously with the municipal school.

All this of necessity militated against the general acceptance of the idea of co-education, and had the greater force, because doubts as to the advisability of teaching boys and girls together already existed in many minds. The objection was not so much on behalf of the boys—no one seemed to trouble about them—but many feared that the girls would suffer, that at least their manners might lose their fineness from association with rough boys, if nothing worse. Many had a feeling, not reasoned out perhaps, but strong enough to guide their actions, that, somehow, this new way of doing things was very doubtful, and they hesitated long before coming to any decision.

There was, too, a feeling among a few that the arrangement was unfair to women teachers, from whom all hope of attaining a headship seemed to be cut off under the new system. But it is safe to say that the interests of the teacher, neither here nor elsewhere, were likely to weigh very strongly.

This was the state of things when the staff was appointed. Active opposition had died down before the uprising of the new building, which in itself won favour. The absence of open discussion made it impossible accurately to gauge the depth or extent of the feeling of parents. Any success that had accrued to the Church High School was no criterion,

for the sectarian question and a laudable loyalty to the old head-mistress induced several parents to leave their children under her charge.

Such opposition as existed among the parents was, for the most part passive, and of an inarticulate order. There was opposition in the Local Urban Council, where obstacles were placed in the way of the promoters of the school, but this opposition was not avowedly based upon a dislike to co-education. But though the dislike was inarticulate, it was none the less there, and for him who cared to observe there were many straws to indicate the direction of the stream.

A word or two needs to be said at this point concerning the boys and girls who compose the school. The boys are in a majority, but the majority is not overwhelming, and will become less in time. It is for the moment partially accounted for by the existence of a girls' school, and the reluctance of parents to make their children the *corpora vilia* of the new experiment.

The children already entered are drawn from many sources. Among them are children both of working men and of manufacturers. The material is the material of the better class Grammar School for boys and the corresponding school for girls.

One other point should be mentioned, the existence of a preparatory or Kindergarten department, as an integral part of the school. The idea of the committee was to provide a feeder for the upper school, but it helps materially in directions they little foresaw in solving some of the peculiar problems of the joint school.

So much for the history and organisation of the school.

The editor asks me to say how opposition was overcome. I have already said that opposition was passive rather than active. It did not, therefore, seem wise to take any overt steps to overcome it. The school was there. It had been decided that it was to be dual in character. Discussion of the advantages or disadvantages of co-education would only be likely to turn passive into active opposition. So no public talk about co-education was allowed. It appeared useless to keep dinning into the ears of the townsfolk that joint schools succeed here and there and elsewhere, so long as they could watch the testing of the principle in their midst. People are much more interested in their local school than in an abstract idea, and, logically or illogically, will estimate the value of the principle by its application; unless by some misfortune the co-education question is forced upon them, they confine their interest in it to their interest in a particular school. Both for the overcoming of opposition and the success of the school, as measured by entries, the deeper the debatable matter is buried, the better. What was done was to *disarm* opposition by concentrating the energy of the staff on the general efficiency of the school, especially upon those points to which critics might pay inconveniently close attention. For this reason—in addition to other and better ones—all questions of morals and manners had constant and unremitting care.

Within the school itself any success that has been obtained is attributable to the whole-hearted adop-

tion of the principle of co-education. On all matters boys and girls have been treated alike, so far as possible. It is worse than useless to deal with the matter nervously, fearing and trembling lest things should go wrong, making many rules and regulations to insure that they shall not. It is this very nervousness, which expresses itself in many rules and much oversight, that leads to failure. The chief function of such rules is to force their differences upon the attention of boys and girls, and to suggest the doing of things they must not do. The key to a successful policy is boldly to grasp the not very formidable nettle, to ignore difference, and to treat boys and girls in the same fashion.

The first question usually asked by people about a joint school is whether it does to have boys and girls together. What they mean to ask is, "Do you ever have any boy and girl difficulties, any flirtations, smaller or greater?" There need be no hesitation respecting the answer. So far as my experience goes, joint schools give better results than separate schools. Community of work and the opportunity for free and natural intercourse effectually kill foolish notions on either side. One little incident illustrated this to my mind clearly enough at the time it occurred. The scene was a cricket match between the boys of a joint school and those of a boys' school. It was played on the ground of the former, and the girls had, as usual, gathered to see the match. Half way through came a shower of rain, driving the players to shelter. The joint school boys, friendly as they were with the girls present, did not immediately seek their society, but in the most matter-of-fact way

attended to the business in hand, the finding of shelter and the prospects of the match. A bevy of girls was, however, too great a distraction for the inexperienced visitors, and they began the smirks and signals which they considered appropriate to the occasion. These were, however, wholly unavailing, except in the case of one or two of the younger and more frivolous, whom even co-education had not been able to cure. It was an occasional and slight, but vivid and convincing, illustration of the advantage of the method. Such incidents are rare; the daily routine allows the matter, for the most part, to sink into the background.

So, in the absence of any fear of consequences, one makes no rules about talking in the class-room or elsewhere, beyond those necessary for the ordinary discipline. To do so would be the courting of disobedience and the creation of an unhealthy atmosphere. Rules for going out of school, or against walking home together, are equally unnecessary and undesirable. So long as nothing is said, boys and girls go home separately as a natural thing. The outgoing stream is as distinctly two as oil and water.

A separate door is as unnecessary as rules. If the two sexes are to mingle freely in corridor and class-room, it is futile to make them enter by separate doors. That is an ostrich-like burying of one's head in the sand.

But while one recognises that things in the main will work smoothly, and that, for the majority, free mixing is beneficial, one cannot forget that there may be exceptions. Individuals here and there, as in any school, will transgress. The only remedy for such

cases is unceasing, but unobtrusive, vigilance. By watchful supervision of cloak-room and corridor, by free intercourse also between teachers and taught, the entrance of evil may be guarded against. It is, however, important that the watchfulness, however constant, should not be obvious, and that the supervision should be of the most friendly order. An atmosphere of suspicion will only breed suspicion and evoke resentment, and probably transgression. If, after all care, mischief should creep in, the individual cases must be dealt with upon their merits. It would be folly to legislate for the whole school for the sake of the exceptional few. A good general tone is a far better safeguard than a police-like staff. The boys and girls themselves are the best guardians of the honour of the school, if only the responsibility for it is thrown upon their shoulders.

In all this is nothing new. There is here nothing but commonplaces by which any good school is guided. The point is that these commonplaces, when thoroughly and earnestly applied, are sufficient for the conduct of a joint school as for Rugby or Harrow.

Another fear that finds a place in many minds is that the manners of the girls may suffer; that intercourse with rough boys may make them also rough and rude; that instead of gentleness and refinement we may get tomboyishness. The fear rests primarily on two misconceptions, first, as to the ordinary manners of boys, and second, as to what is "ladylike conduct".

Boys are not always, or wholly, rough and ungentle, so full of animal spirits that they express it

in speech and conduct by untameable boisterousness. They are perfectly capable of kindly and thoughtful gentlemanly ways. On the other hand, they are not likely to lose any of their strength or manliness by their association with girls, and, truth to tell, no one seems to fear they will.

As to what is "ladylike conduct," not all are agreed. There is in the common notion much that is over-refined and over-fastidious. A girl need lose none of her delicacy, her refinement, her gentleness of manner and propriety of demeanour, because she associates with boys. She is likely to gain far more than she can lose. She may gain in strength, and he in refinement. Both, at any rate, develop greater naturalness and ease of manner towards one another, and that each should think of the other as "a creature not too wise or good for human nature's daily food" is a real advantage.

Every effort is made to produce a good tone. From both boys and girls thoughtful conduct is *expected*, and one obtains very much what one expects. In every detail of school life good manners are looked for; not from one or the other, but from both alike.

The attainment of this end is rendered easier by having all the classes mixed. The principle of economy, which so often has led to the adoption of co-education, renders necessary the teaching of boys and girls together in the higher classes. No difficulty, however, is likely to crop up if boys and girls have been accustomed to be taught together from the girls. The Kindergarten always occupies one playground. If boys and girls associate from this stage,

there is no subsequent point at which difficulties are likely to originate.

It has already been said that boys and girls are dealt with alike, as far as possible. They dine together, the punishments and general discipline are the same, the same rules apply to both, and no restriction is placed on free intercourse. That in class they do not sit indiscriminately or in form order is a concession to prejudice. At present they sit, boys on one side of the class-room, girls on the other, but the plan of allowing them to sit indiscriminately is being gradually introduced.

At play, however, they occupy separate playgrounds. Games are much alike for the two, but the greater physical strength of the boys makes it unwise to allow the two sexes to play together. For much the same reason it is unwise that big boys and little ones should play together. The stronger cannot play up to their strength, and the weaker are overtaxed. The fun is spoiled for both. At hockey, however, the younger boys are allowed to join the girls. The Kindergarten always occupies one playground, and the younger children of the upper school are not always separated.

In the curriculum also there are slight differences. Since the school is a modern one, and the course is such that no very serious problems confront one, it is possible to teach boys and girls the same subjects with very few exceptions. One such exception is the form of manual instruction employed. Girls are taught needlework and cookery, and boys woodwork. It is very doubtful whether the division is altogether a wise one. Very probably the girls would gain

more by working in wood than by cooking and sewing. However, cookery and needlework are so evidently useful subjects, that they are not likely to drop out of the curriculum just yet, and, indeed, they should not drop out without something to take their place. There is this at least to be said, that girls through them may learn to use their hands to some extent, and be initiated into good domestic habits. They are technical subjects of such universal utility that it does seem worth while in some form to make school provision for them.

So far as cookery, at any rate, is concerned, a better introduction could be found to it through the science teaching, of which, in the higher classes, it might be a special application. The need of basing the instruction in cookery on a course of elementary science is brought home to one by the sight of a teacher of cookery sorely troubled because her fish-kettle, which she has just put, full of cold water, on a gas stove, seems to be cracked and running out. That she should hurry it away and rate the caretaker for neglect, that the caretaker should demonstrate its soundness, and that both should finally gaze despairingly at one another and the kettle, is a fitting sequel. From all this she would have been saved by a knowledge of the fact that water is one of the products of combustion of gas. But this is a digression. It is, however, pretty evident that a joint school, with its equipment for manual instruction in workshop and kitchen, provides a field for experience for those who are interested in finding the most suitable form of manual instruction for girls, and are somewhat sceptical as to the orthodox methods.

When the higher science teaching is reached, there should be an opportunity for divergence. The ordinary advanced work in science, whether it be advanced chemistry or physics, seems to be a less valuable training for the majority of girls than a course of biology of some form. Such a course would be mainly physiological in intention, and could well be based on a course of elementary science. The line of demarcation need not be strictly drawn between boys and girls. All that is necessary is the existence of the two alternative courses. It does seem that, whether as a matter of utility or interest or educational value, a girl's schooldays would be better employed in learning something about her own body than about electric lighting.

Matters of discipline and curriculum are not the most serious trouble. The greatest difficulty I have found has its origin in the different ways adopted by boys and girls in setting about their work. The difficulty is not a really serious one, and I should be sorry to exaggerate it, nor should I care to generalise from my experience and say that it is universal. I can simply record what I have found.

It is generally recognised that a girl is a more willing worker than a boy, that she must often be restrained from doing too much, while he must often be driven to do more. Her homework is usually most conscientiously done, while he does just as much as will keep him clear of punishment. All that is so much to the good, in so far as it increases the general sum of industry in the class, and so raises the standard of the work. While the girl plods, however, the boy has his moments of inspiration. She has them

too, but he has them oftener. In the classwork his grip of ideas is stronger than hers, his swiftness of apprehension greater, his interest, not deeper, perhaps, but more vivid. This difference of attitude on the part of the scholar means of necessity a difference of method on the part of the teacher. I have taught not only mixed classes, but boys and girls separately, and I have within a few hours taught the same subject-matter to a class of boys and to a class of girls, but the presentation was not the same in the two cases by any means. The general line of thought was the same, but the analysis in the one case had to be much finer than in the other. For the girls the matter had to be broken up to an extent such as would have been tedious to the boys, who were much more ready to meet the teacher half-way. The difficulty is one which, to some extent, meets the teacher in any class, but I have felt it to be intensified in the mixed classes.

Again, the girl likes to be instructed, and will patiently learn what she is set to learn. She is quite willing to sit and have learning pumped into her. The boy, on the other hand, is impatient of learning; his interest is apt to evaporate as soon as he thinks he has grasped an idea. He is, however, eager enough to search for new ideas. I have attempted to make it a cardinal principle of our teaching that on all practicable occasions the pupil shall do things for himself, shall learn by solving problems. He is constantly thrown on his own resources. The difference in the attitude of boy and girl on such occasions has been very marked. The girl resents the loss of the instruction which she loves, the boy

springs joyfully to the new quest. She mistrusts herself, he revels in the exercise of his strength. A class of girls has met my request for an answer to some problem they are asked to solve, some bit of unaided work, with a despairing cry that they have not been shown that before, and have required encouraging and bantering, and even compelling into an attempt, while all the vigilance of the teacher has been required to prevent one or another from sinking into deep waters of despair or idleness. A class of boys, however, takes quickly enough to the idea of doing something, and will, without exception, vigorously set to work. Such a difference obviously creates a difficulty for the teacher. It is not insuperable, he may even turn the obstacle into a help, but it must at least be reckoned with.

Whether the differences here named are temporary or permanent, whether or no they are founded in the natures of boy and girl, I cannot say. I have sometimes thought they were temporary, or even local.

It still remains to speak of the staff. In Leek the usual course has been followed. There is a headmaster and head-mistress, with a staff of both men and women, and the employment of both on one staff raises several special questions.

It is obvious at first sight that one of the first conditions for the successful working of a joint school, is that the headmaster and head-mistress should work well together. One of the difficulties, which has occurred in practice in some schools, has been that the two heads have not worked in harmony. The headmaster has failed to recognise in some way that the head-mistress should have a definite status

of her own, that her position is one of greater responsibility than that of the assistants in general, and that, therefore, she should have a greater share in the management. He has been too autocratic, too much after the pattern of a certain traditional type of headmaster. On the other hand, there has been friction because the head-mistress has demanded more than any self-respecting headmaster could allow. One head-mistress, at any rate, after having quarrelled with her headmaster, wanted to know of other head-mistresses whether they did not feel their self-respect seriously compromised by being subject to a man! That spirit is sufficient to wreck any enterprise. Whatever rules and regulations may exist to define the relationship of the two heads, unless the persons concerned understand one another, the system will not work. It must be recognised that there cannot be two heads of equal authority. On the shoulders of one or other the final responsibility must rest, and where responsibility rests there must also be final control. A clear understanding on this point will save much friction and heart-burning. The head-mistress who sets out loyally to act up to this creed, and who finds no difficulty in working with a man, has one of the primary qualifications her post demands. It does not mean any diminution of self-respect, it involves no weakness of will on her part, but rather the contrary. It requires nothing but a common-sense, business view of the matter.

At least it makes it easy for the headmaster to do his share. He can, with the less fear, devolve responsibility and management upon her. He is bound to recognise that the head-mistress must have a

clearly defined and honourable status of her own. It is generally understood that she is responsible for the discipline of the girls, and he will, by all the means in his power, whether smaller or greater, lead the girls to look to her as their head-mistress. He will consult her in all matters of discipline and curriculum, and general school management, and the consultation will be no formal or perfunctory one. In other words, he will pay her the compliment of sincere respect. He will heartily accept the principle of co-education by accepting her as his co-worker.

The attitude thus defined was that taken at the Welsh County School, where for some years I taught, and is the one now taken at Leek. We have had no hitch, nor are likely to have.

It has been made abundantly clear that the chief factor of success lies, not in the system, but in the persons concerned. At the same time, it is well that there should be rules laid down by the governing body, defining the relations of the two heads. The following are the regulations of the Leek High School Committee:—

The head-mistress is directly appointed by the Committee, in the same way as the headmaster. (In practice the advice of the headmaster is sought.)

The position of the head-mistress with regard to dismissal is the same as that of the headmaster.

Assistant-mistresses are appointed at the joint nomination of headmaster and head-mistress.

The head-mistress is then given a very definite status of her own by the Committee, and that is all that is in practice required. If the headmaster is loyal to the spirit of the regulations quoted, the

fault is not likely to be his if the machine does not work smoothly.

But while it is deemed necessary for the success of the joint system that there shall be one head, one result inevitably follows under present conditions. No woman is likely to hold the higher post. The system seems to debar women from the full headship of co-educational schools. One might argue, without fear of contradiction, that there is no reason why a woman should not be capable of controlling a school as well as a man. The real obstacle is the unwillingness of men to work under a head-mistress. There is here an undeniable hardship, for which no remedy is immediately apparent. In England the hardship is not likely to be very great or widespread, for the principle of co-education will most probably be applied tentatively and slowly, and only in districts which will not support two efficient schools. Moreover, the ranks of women assistants who are fit for headships are, to a certain extent, depleted by marriage. In time, however, the association of man and woman on the staffs of joint schools may diminish the feeling of superiority which many men entertain, and so bring both sexes more nearly on an equality as regards their chances of headships.

That will be the more easily brought about if men and women are given responsible work in accordance with their abilities. At Leek no difference is made merely on the score of sex. The teachers are mostly specialists, and the women take the higher work in the natural order of things. Only by a complete acceptance of the ideas underlying co-education can full success be hoped for.

MIXED SECONDARY SCHOOLS: FROM THE POINT OF VIEW OF AN EXAMINER.

By ARTHUR SIDGWICK.

IN the following brief remarks I do not profess to speak as an expert: those alone who are familiar by daily contact with the details of work in a mixed school have a title to speak with confidence. And even these will probably feel that the experiment of such schools has not yet been tried in sufficiently varied places and circumstances, or on a sufficiently large scale, to justify positive conclusions. For, though the mixed school is common enough in America and Scotland, as well as in Wales and elsewhere, and in England is familiar in the primary grade, the mixed English Secondary School is a recent innovation; and the difference made by tradition, by the age and class of pupils concerned, by local and national habit, opinion, and temperament, is obviously so great that it would not be safe, because the one has succeeded, therefore to assume the success of the other. Any judgment at present formed must be regarded as provisional, and liable to correction by further experience.

And if this is the feeling, as I do not doubt it is, of those who are working these schools, far more

needful it is for those who, like myself, have only had occasional opportunities of seeing such schools to be slow in expressing opinions, or forecasting the future of this experiment. Subject, however, to these necessary cautions, it may perhaps be useful to set down briefly the impressions derived from this experience, such as it is.

I have, then, in the last few years, seen four mixed Secondary Schools, in different parts of the country, three of them as Inspector or Examiner, and one merely as a visitor. All the schools struck me in different degrees as good: in all I heard good teaching, and saw signs of care and ability in administration, good discipline and order, and satisfactory results both in the proficiency of the pupils and the general tone and spirit prevailing. The schools differed materially in detail: here the exceptionally good teaching was the most remarkable point; there the success in carrying the "mixed" principle into the games; there again, the singular ingenuity shown in evoking and developing, both in the school lessons and in the out-of-door occupations during playtime, the inventive powers of the pupils, so that work and play were enlivened and stimulated, I may almost say, with the spirit of discovery.

With regard to the effect of teaching boys and girls together, it is not very easy, on the evidence available during my brief inspection, to point to any very special or striking consequences. I am inclined to think, with the exception of the advantage to discipline mentioned below, *there were none.* The boys and girls seemed on a perfectly easy and natural footing: the lesson did not seem affected by the fact

that the audience was mixed. In one class a girl would be conspicuously the best, in another a boy; in many or most they would run very evenly. Sometimes I seemed to see signs of a rivalry between boys and girls, and this, no doubt, would be the case; but it was entirely of a healthy kind. I saw no signs whatever of any resentment on the part of one at being surpassed by the other. All the teachers assured me that the presence of the two sexes in one class-room created no difficulties whatever as regards the teaching, while it tended distinctly to good order, as there was an extra check on each, making them reluctant to misbehave in the presence of the other. Without being positively able to corroborate this by anything specific or definite that I saw, I can only say that common-sense points to it as probable, and I saw nothing whatever incompatible with its being true.

The only case where I surmised that there might be a difficulty was in one of the schools where boys were admitted only up to a certain age, while girls continued to the end of the school course. The result of this arrangement was that in the highest class reached by the cleverest of the boys there would be older and less intelligent girls side by side with much cleverer and younger boys. Though I did not see any specific evil resulting from this, yet I must own I felt doubtful if this situation would not be rather discouraging to the girls, and not particularly salutary for the boys. However that may be, it is clear that the danger, if danger there was, was not really due to the principle of "mixed" classes, but to the imperfect appli-

cation of that principle. If it had not been for the artificial restriction of the boys admitted, there would have been in this class older and stupider boys also present, to keep the girls in countenance and prevent the evil referred to. In any case, the matter was not very serious.

As regards games, I found the practice varied. In one place the boys and girls played separately; in another, organised games were difficult (as it was a day-school in a town), but special arrangements were made for certain outdoor pursuits to be conducted in common; in a third, regular games were played with "mixed" teams. In this school I saw myself a "mixed" game of cricket, in which a girl was head of the side, and (I fear the statement may shock some venerable male prejudices) three catches were made, and all by girls. I was struck by the unwonted spectacle of a girl ruling boys with ease and efficiency, and I found on enquiry that there were (by order of the authorities) *two* heads to the cricket, the first chosen by the school, the second by the head-mistress. The rule was that if the school chose a boy (as, in fact, they invariably did), the second was bound to be a girl; and it was this second-in-command whom I saw officiating. I have no doubt she was well chosen, and had natural aptitude for the part; but in any case she had risen to the occasion. The whole thing was a good example of what can be done.

With reference to the moral effects on school life of the mixture of boys and girls, an inspector, visiting a school for at most a few days, has naturally few data for forming a judgment. For myself I

can only say that everything I saw disposed me to accept the unanimous view of the teachers with whom I talked, that as far as any influence is traceable to the mixture, it is entirely a good one. Where there are boarders, as at one of the schools which I saw, the boys and girls are in separate houses; and this is doubtless, for many reasons, the right plan. But in the daytime, whether in school or out, the presence of companions of the same age and the opposite sex is, in itself, with reasonable care on the part of the authorities, a salutary and civilising influence. After all, it is *primâ facie* the natural condition of things; it is rather the herding together of masses of boys or girls apart which is unnatural. And those who best know the difficulties in regard to moral education which arise under the traditional system will not be slow to welcome a serious experiment, which at least gives some promise that those important difficulties may, with proper care and the application of common-sense, be materially lightened.

THE DANGERS AND DIFFICULTIES OF CO-EDUCATION.

By ALICE WOODS.

THE existence of this book, as already pointed out in the preface, is due to the rapid hold that co-education is taking in England and Wales. It is not widely known how much this idea has gained ground in Wales. Whilst the *dual* schools are schools having two departments under one responsible head, one for girls and one for boys, with separate entrances, class-rooms and playgrounds for the two sexes, the school managers may, if they think fit, make arrangements for boys and girls to be taught together in any or all of the classes. Almost everywhere, except in Montgomeryshire, the schools are tending to become genuine joint schools.

A teacher in the Pwllheli School writes:—

"With us, boys and girls are taught together throughout, except on Wednesday afternoons, when the *lower* forms of girls do needlework, and the lower forms of boys Sloyd, book-keeping, etc.; otherwise they all take exactly the same lessons at the same time, from the same people in the same class-rooms, and each form consists of boys and girls.

"They share the playing-field—in the winter the

girls play hockey, the boys football; but in the summer they all play cricket—not together, as the boys play so much better than the girls; but if the girls practised more and improved, we should not mind having mixed teams.

"Then, in our club, the boys and girls are entirely mixed. There is no restraint whatever in their intercourse with each other, and they also mix freely at our fortnightly social teas during the winter terms."

This school was mixed six weeks after it was opened, and *at once* an immense improvement in discipline was noticed. Heads of schools, who at first disapproved of co-education, now in many cases support it.

The plan of co-education is spreading steadily in our Board schools in large towns—for example, in London—whilst it has long existed in country districts. The Salusbury Road School, under the Willesden Board, is an excellent example of what can be done in a mixed elementary school. The headmaster is an enthusiast for co-education; and the rare occasions on which punishment is necessary, the happy looks of the children, the atmosphere of work and the pleasant gentle manners of all are most satisfactory. All the assistants to whom the editor has spoken on the subject agree heartily as to the system of co-education, which is carried out as regards the children's lessons, seats in class, and their freedom in conversation; but unfortunately they do not play together, except once a week when students from the Maria Grey Training College give lessons in organised games to boys and girls of one class.

The experiments recorded in this book are limited

to those that are being tried in two kinds of secondary schools, those of the Grammar School type, and those private schools whose chief object is to educate the leaders of our professional classes.

The articles contributed have been chosen in order to illustrate all different degrees and phases of experiment, from the most thorough-going experiment of Bedales, where boys and girls are to share school-life in a boarding-school from ten to nineteen or twenty years of age, down to those where co-education means little more than coming daily to the same building. In such schools lessons are given in the same class-room, but the sexes are carefully kept apart on either side of the room.

It may seem as though it were somewhat premature to discuss or describe experiments that are but a year or two old, alongside of the oldest experiment of nearly thirty years' standing—that of Lady-Barn, but it is believed that the apparent timidity of some of the experiments is due almost entirely to the fact that the local authorities of the town where the experiment is tried know little of what is going on elsewhere, and that any effort to awaken the public to what is being attempted is worth making.

It is true, no doubt, that an educational experiment needs many years of trial before a proof of its success can be established that will absolutely convince the public; but it is of value to notice that in experiments now being attempted, expected difficulties vanish, and that those who are at first full of hesitation go forward with conviction. Nearly every one who is engaged in co-education becomes certain that for the particular class they are teaching, or for young

people of the special age with which they deal, the plan is almost ideal, whatever doubts they admit as to the effects on other classes and other ages.

It is in consequence of the rapidity with which the idea of co-education is taking hold of the nation, that some consideration of the special dangers and difficulties of co-education seems necessary. A careful perusal of the preceding articles seems to bring out many of the dangers that lie before us in the establishment of joint schools. The chief of these is to be met with when a small provincial town becomes anxious to increase its educational advantages, and to improve the education of girls as well as of boys. A Grammar School for boys with a small endowment often forms a possible nucleus, whilst a girls' High School, under a company, has been established. Both lead a struggling existence, and it seems an easy and ready way out of the difficulty to amalgamate the two schools *for economic reasons*. Now, here "is the rub". Co-education is started in these cases, not from any firm belief in its good effects, not with the slightest enthusiasm on the part of the governors or municipal authorities, but because it is a short cut out of a financial difficulty. Co-education schools of this economic type are likely to become more numerous, in order to save the rates, if the present Education Bill becomes law.

Economy, then, being their main object, little or no regard is paid to any of the really important issues at stake. On the one hand, since public opinion in the small town or district will presumably be *against* the education of boys and girls together, prejudice is overcome by keeping them apart as much as can

possibly be managed—free speech being forbidden in some cases. Separate playgrounds are carefully provided, and though lessons are given in the same class-room, boys and girls are never allowed to sit side by side. On the other hand, since money-saving looms so large, no regard is paid to those precautions so earnestly pressed by all advocates of true co-education, and we get schools in which the utmost carelessness is shown in regard to such matters as even lavatory arrangements.

This most serious danger of a precipitous rush into co-education, without regard to any issues except that of economy, is one which must be combated. Something may be done for the enlightenment of public opinion by writing and lectures, but still more by private enterprise by those advanced schools, started either by individuals or small companies, which lead the common-sense of the nation. Such schools as those of Lady-Barn, Bedales, West Heath School, Hampstead, the King Alfred School and the Ruskin Home, Heacham, are typical of what can be done by extreme care in matters of detail and a faith in the normal wholesomeness of boy and girl nature.

Another danger, which has been strongly urged in regard to the establishment of joint schools, is brought out forcibly in Mr. Mansford's article. It is a twofold danger. First, lest teaching should fall too much into the hands of women; and, secondly, lest the wide establishment of joint schools should mean a closed door to a woman's educational career.

The first danger is undoubtedly a real one. It is felt now in the Western States of America, where the education even of boys of fifteen and sixteen tends

to pass solely into the hands of women. Unless thoroughly adequate funds are forthcoming for secondary education, the danger is likely to grow amongst us, for economy will continue to be the keynote to all effort, and the labour of women will be cheaper than that of men for a long time to come. The dearth of assistant masters grows more serious year by year, and is considered by many private schoolmasters to be greater even than the dearth of clergymen in the Church of England. It seems doubtful, however, whether the existence of co-education is likely to be a cause of the diminution in the number of men-teachers; this diminution is taking place without it. In some quarters it is feared that even the Education Act and Registration Order in Council may further deter men from entering the profession, owing to the difficulty they will have in being trained, and the dislike they show to the process. At present women-teachers are being introduced into preparatory schools for boys, and there is a strong feeling that this is a beneficial change. Whilst such a change may be most desirable for little boys, it would be a most serious matter should the reluctance to enter the teaching profession on the part of men increase to any great extent, and should the present tendency amongst men to regard teaching as a stepping-stone to other professions become constant. For older boys there comes a time of life in which men alone can help them. Their physical nature needs the most careful development. Physical temptations beset them with which men only can cope. Older boys' power in games and athletics needs a wider scope than women can give them.

Actual physical force may, in rare cases, be needed, which cannot always be used by women. It would be a national disaster if the education of boys passed solely into the hands of women, and some of us believe, as the preceding articles show, that girls too would be the better if they shared with boys the influence of men throughout youth.

Another danger referred to in Mr. Mansford's article, and felt very keenly by many women in the present day, is that if co-education schools were almost universally established, women would be prevented from ever attaining a high position in their educational career, as men would always occupy the position of chief. Thus women would be prevented from the work of supreme school government for which they have again and again shown themselves eminently fitted in our large girls' schools. A fear has been expressed that the class of women who have proved a great power in the lives of girls would tend to die out.

Now this danger may be looked at from two points of view. In the first place, as one generation after another is co-educated and men and women become more and more accustomed to work shoulder to shoulder, their special powers as men and women will become more clearly distinguished, and their common characteristics as human beings more thoroughly understood. This will inevitably tend to break down the barrier between them. They will come to judge one another more fairly, more truly, more openly. Prejudices will be lessened, and it will become more possible for the head posts to be awarded to the most suitable candidate, regardless of sex.

The man who has been accustomed all through boyhood to work with girls who are both his equals and superiors, and to learn from a staff of mixed men and women, will deem it no shame to take office under a woman of really marked ability and genuine capacity for the post of leader. At present one stumbling-block to the possibility of men taking work under women is the lack of initiative among the latter. Whenever men and women work together, as, for example, in charity organisation work, a woman with marked power of initiative is an exception. Even in education, where at least one cannot deny that women have had opportunities, it is men, not women, who have initiated the newer methods of education. As far as this initiation goes, we have not yet a Froebel or a Herbart, an Arnold or a Thring among women.

It is not in the least difficult to account for this state of things. The woman of to-day is bound to bear the stamp of imperfect education, of generations of repression and of isolation, and the wonder is that she has so persistently succeeded in securing for herself some such education as that given to men. But once let boys and girls be educated together, and the power of initiative will grow. Girls will see and realise the delights of independent thought, and will begin to think and act more completely for themselves.

Little boys of seven and upwards, on the other hand, are held by the teachers in boys' schools to be far more helpless than little girls, owing, as a master once said, to the fact that they do not play with dolls or help with the babies of the family.

These children will gain by co-education, so that we may expect to find, as we do in the foregoing papers, that the general tendency of co-education is towards a distinct increase in originality and self-reliance for both sexes, and this will make it far easier for either a man or woman to be chosen as leader.

The other aspect from which this danger may be viewed is that of those who firmly believe in the value of co-education. If it should prove true, as many among us think it will, that the hope of the future lies in the recognition of one moral law for men and women—in the adaptation of the Kantian maxims, "Act so that whatsoever thou doest, thou mayest will to be law universal," and "Act so that every fellow-creature shall be to thee not a means only, but an end in himself"; and, if one important step to this moral improvement be the bringing up of boys and girls in close companionship, then everything should give way to it. Women must be prepared to sacrifice their own interests in the advance of the common good, and should such sacrifice be required of them, it surely is not likely to be seriously grudged.

We cannot but hope that there will be greater general scope in co-education for woman's influence on the rising generation, which will compensate for the possible and temporary loss of the supreme influence she now exercises as a head-mistress.

Some pessimists hold that a great reaction is setting in against the influence of women, and that the Education Bill now before Parliament is a proof of this, as no provision is made for the election of women as County Councillors; but the fact that this neglect

has caused so much dissatisfaction is in itself a hopeful sign. Other significant facts point to a growing recognition of women's influence and value. It is well known that men get higher salaries than women, both in secondary and primary schools, for the same kind of work. This is partly, no doubt, a question of supply and demand, so that it is particularly interesting and satisfactory to notice that the new Training College for London offers equal salaries to the Master and Mistress of Method. The Board of Advisers to the Senate of the London University was prepared to consider the claims of a woman as Professor of Education, had one offered. The University of Milan has lately appointed a woman as Professor of Anatomy. There must always be some backward movement in the advancing tide, but it will advance for all that. Perhaps one of the most satisfactory proofs that there *is* advance, is the change of feeling that may be noticed everywhere in the welcome given by both fathers and mothers to their baby-girls. The intense longing for boys is no longer a matter of course, and many parents are nowadays as eager to possess a daughter as to have a son.

One important difficulty in co-education schools is that of getting the right kind of men and women as teachers. There seems to be a dread on the man's part lest, in entering a co-education school as an assistant master, he should be taken for a "crank," and find it hard to get work elsewhere. He has not thought on these matters, and it seems to him that to work with women will mean a great restraint. Women are timid, and often quite unaccustomed to

deal with boys, or to work alongside of men. The plan is too unconventional to attract many of them, and enthusiasts are few and far between. The consequence of this is that the class of men attracted by co-education schools is often a class who do not care much where they go, and who have not succeeded well in other schools. The class of women-teachers is usually better—but here there is some danger lest the lighter type of woman, who thinks it "a lark" to be with men and boys, should offer herself for a post.

Let us once admit inferior men and women, and we get a wrong tone between the teacher and pupil. The inferior man may either bully or pet the girls in an altogether injudicious fashion, and flirt with the assistant-mistresses; whilst the inferior woman may cringe to the masters, try to influence them in her favour, and pet or snub the boys.

These are the dangers which are brought forward by the adversaries of co-education, and it is useless to shirk them, or to deny their existence. The remedy lies partly in the hands of governing bodies of schools. In the first place, they should refuse to appoint any one as head who is not fully alive to the difficulties of choice in mixed schools. Secondly, they should not start co-education schools without sufficient endowment, or fees high enough to render it possible to make a good selection of masters and mistresses.

We are convinced that if the movement in favour of co-education is pressed forward on the ground of economy only, there will not be forthcoming a sufficient supply of men and women who are keenly

enthusiastic for co-education, thoroughly equipped for the work, and personally qualified to deal wisely and thoughtfully with boys and girls.

Governing bodies, however, cannot create the right kind of teacher. For these we must look to those who are preparing themselves for their profession, and ask them, and the trainers who are helping them, to look the question of co-education fairly in the face and to give it a constant place in their thoughts. In training colleges practice in dealing with boys and girls should be regarded as of first importance for all students.

From the consideration of dangers and difficulties which we must be prepared to face, we may turn now to the brighter side of the hope that lies before us.

At the very basis of the movement in favour of co-education is the conviction that it is one of the means whereby we can most successfully grapple with the difficulties that beset the question of the relations between the sexes. Nothing can be more significant than the way in which our greatest living novelist, George Meredith, faces this question. He is at one with us in our wish to try the experiment in the completest possible way.

"The task," he writes, "of education is to separate boys and girls as little as possible. All the devilry between the sexes begins at their separation. They're foreigners when they meet; and their alliances are not always binding. The chief object in life, if happiness be an aim, and the growing better than we are, is to teach men and women how to be one; for, if they're not, then each is a morsel for the other to prey upon. One may say they are trained at

present to be hostile. Some of them fall in love and strike a truce, and still they are foreigners. They have not the same standard of honour. They might have it from an education in common." . . .

"Would it increase their mutual respect?"

"In time; under management; catching and grouping them young. A boy who sees a girl do what he can't, and would like to do, won't take refuge in his muscular superiority—which—by the way—would be lessened."

"You suppose their characters are equal?"

"Things are not equal. I suppose their capacities to make a pretty round sum in the end. But we're not weighing them each. The question concerns the advantage of both."

In another passage in the same novel, the idea is thrown out that boys and girls should be kept "in company as much as possible both at lessons and at games".

Girls having freedom of companionship with boys and men, he tells us elsewhere, "will be less liable to those subterranean thoughts, such as the sense of injustice will arouse in young women; and they are better unstirred, for they ripen girls over rapidly when they are made to revolve near the surface."

"The education and collocation of boys and girls in one group, never separated," was proposed by Lord Ormont's secretary, who declared it "the only way for them to learn to know and respect one another". They were "to learn together, play together, have matches together, as a scheme for stopping the mischief between them".

It may be noted, on a careful reading of the ac-

counts of schools at work, that the experiments seem to be taking two directions. In one set of experiments sexual differences are assumed to exist, not only in physique, but also in the moral ideal that is to be placed before the boy and girl. Thus, at Keswick, the boy prefects make a promise, on entering office, that they will "endeavour to guard jealously the honour of the school," etc., whilst the girls' endeavour is to make the school the home of "whatsoever things are lovely," etc., and no attempt is made to allow one sex to rule the other. Mixed games among the younger children are not the standing rule, but occasionally indulged in, and such matters as the decoration of the table with flowers are left to girls only.

At Lady-Barn and Bedales, on the contrary, differences are reduced to a minimum. Boys and girls are treated, as far as possible, on an absolutely equal footing, the only differences being those that arise from physical and nervous conditions, which make such games as football and certain kinds of punishment unsuitable for girls.

The personal element has to be reckoned with in every theory; and thus we shall probably find that the respective plans in either case, like so many others in education, succeed because they are carried forward by the force of conviction, in a faithful desire to find truth. Still, it is interesting to look upon this question in the light of educational aims. Do we not want to produce *first*, human beings with as many perfections as are common to the human race; and, *secondly*, human beings who are also men or women? If so, it seems impossible not to hope most

for those experiments that go to lessen all imaginary differences of sex as much as possible, those that try to make the girls realise that, as perfected human beings, courage and honour and defence of a cause are as necessary for them as gentleness and purity and good influence are for boys.

Much harm has been done in times past by the bitterness stirred up in the hearts of girls by what has seemed to them a lowered standard of moral life, due to a continual parade of their sex's weakness. Girls have often been made to feel that courage is not required from them as it is from boys. They are not blamed for tears and lack of self-control in the same way. The want of freedom in their lives has left them without so many opportunities for generosity. They have longed in vain for the same standard of honour and truthfulness, and all this has helped to cause a deep-rooted dissatisfaction with their lot as women, which leads to a thoroughly wrong view of life.

One point comes to the front in all articles, even though the writers differ much on various questions of detail, and that is, that co-education will tend to produce that "undivided self" which has been so well described as the goal of our educational ambition in *Home and School Life* by Mr. Rooper.

"I should say," he writes, "that the whole secret of true education, as distinguished from partial and false education, lies in the avoidance of this dichotomy or division of the child's self. I should say that he is the chief of educators who can succeed in so educating a child that he grows up with a single self, and is in his heart just the same as he is seen

moving among his fellow-men." Might we not add, "the same among men as among women companions?"

The opinion of workers differs widely on the question of the period of life during which co-education should be carried on. The experience of the editor as head-mistress of a joint day-school at Chiswick goes strongly to support the view that, in the present state of public opinion, it will be wise in very many localities not to attempt co-education beyond the age of fourteen. The result, as set forth in Mr. Rice's article, is that where all children are kept on, the school tends to become a girls' school, with a few boys in the lower forms. This was the case at Chiswick, where the experiment was much hindered by the dismissal of boys of twelve or thirteen, and the retention of girls until they were eighteen or nineteen.

In such cases there is a strong tendency for the elder girls to absorb most of the time of the head-mistress. Parents are not satisfied unless the head of the school has the girls much under her own influence, and the boys are often left too much to younger mistresses. Older girls are inclined to pet little boys too much, and the boys lose the advantage they get in ordinary preparatory boys' schools of such positions of trust and leadership as may be advisable at their age. These responsibilities are often a useful foretaste of more serious responsibility as older boys.

One experiment of a somewhat doubtful character is being made in some High Schools for girls. Boys are allowed to pass on from the Kindergarten attached to the school into the first and second

forms. The drawbacks to this plan are that the first and second form mistresses have not usually been selected with a view to their suitability for dealing with boys and girls together. Very often they do not particularly want the boys. No special cloakroom arrangements have been made, and some makeshift plans have to be adopted which are undesirable. Besides this, the number of boys is always extremely small in proportion to the girls, and they are apt to be made too much of and spoiled. If the plan fails, which is not improbable in face of all the drawbacks, then the advocates of co-education are told that facts are against them.

The general lesson that seems to be gathered from the preceding papers is that, in order to be a genuine success, experiments in co-education must be wholehearted. They must be tried fearlessly. There must be trust in the natural and wholesome disposition of normal children. What we expect, that we obtain. It may be undeniable that some experiments of which there is no record in these pages have been failures, but if we seek carefully for the causes underlying these failures, they will almost certainly be found in want of enthusiasm, want of trust, and want of proper attention to details.

LIST OF CO-EDUCATION SCHOOLS.

Ardwick Higher Grade School of Science, Manchester.
Ashton-in-Makerfield Grammar School.
Bakewell Grammar School.
Battersea Polytechnic, London, S.W.
Bedales School, Petersfield, Hants.
Brunt's Technical School, Mansfield, Notts.
Cartmel Grammar School, Grange-over-Sands.
County School, Ystalyfera, R.S.O., Glamorganshire, S. Wales.
Friends' School, Ackworth School, near Pontefract,
Great Ayton.
„ „ Penketh, near Warrington.
„ „ Rawden, near Leeds.
„ „ Sidcot, Somerset.
Godstone School, High Wycombe.
Keswick School, Keswick.
King Alfred School, Ellerdale Road, Hampstead.
Lady Barn School, Manchester.
Leek High School, Leek.
Leyton Technical Institute, Leyton, E.
Northern Polytechnic Institute, Holloway.
Perin's Grammar School, Alresford.
Rawlin's School, Quorn, Loughborough.
Ruskin School Home, Hunstanton.

South Western Polytechnic, Manresa Road, Chelsea.
Todmorden School, Roomfield, Todmorden.
Up-Holland Grammar School, near Wigan.
Wandsworth Technical Institute.
Wanstead College, Woodford Road, South Woodford.
West Heath School, Ferncroft Avenue, Hampstead, N.W.
Woolwich Polytechnic, William Street.

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